

## TIPS TO DRINK MORE WATER



Choose a glass of water rather than having a sugary drink



Always carry water with you



Keep a reusable water bottle with you and make sure to refill it regularly



Take a bottle of clean, safe water to school



Try setting reminders using your cellphone or notes at your desk to drink water regularly



Make it a habit to drink water with meals



Increase daily water intake when the weather is hot



Drink one to two glasses of water 30 minutes before exercising and sip extra water for the next few hours afterwards

ISBN 978-1-4315-0070-3



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ENGLISH HOME LANGUAGE  
GRADE 3 – BOOK 2  
TERMS 3 & 4

ISBN 978-1-4315-0070-3

14th Edition

THIS BOOK MAY NOT BE SOLD.

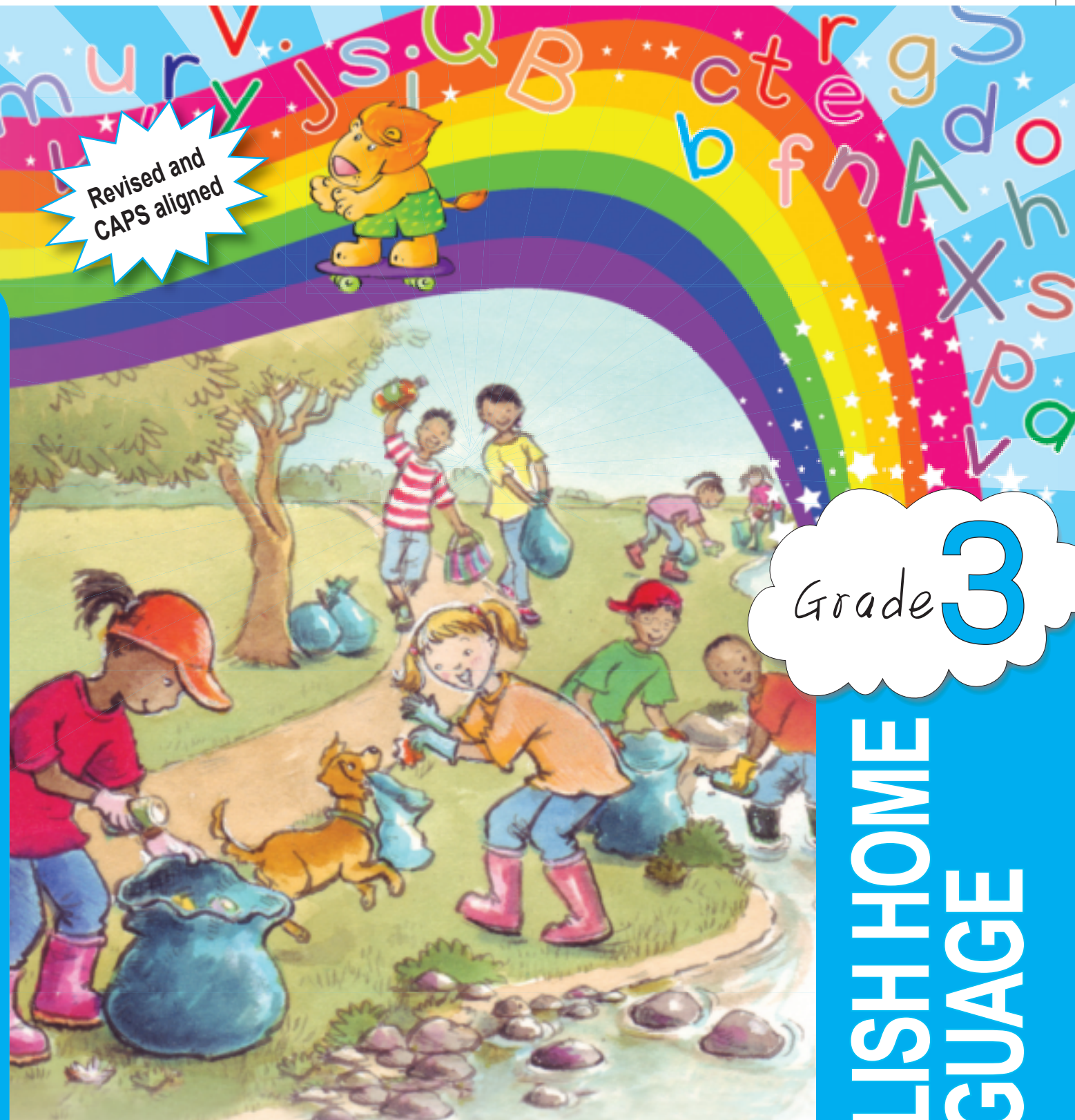
Workbooks available in this series:

- Grade R (in all official Languages);
- Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
- Mathematics Grades 1 to 3 (in all 11 official Languages);
- Mathematics Grades 4 to 9 (in Afrikaans and English);
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- Grades 1 to 6 English First Additional Language.

ENGLISH HOME LANGUAGE – Grade 3 Book 2

ISBN 978-1-4315-0070-3

Revised and CAPS aligned



Grade 3

Name: \_\_\_\_\_

Class: \_\_\_\_\_



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH HOME  
LANGUAGE

Book 2  
Terms  
3 & 4



Mrs Angie Motshekga,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



A proud sponsor of the National School Nutrition Programme

By eating a balanced diet,  
you will make your body grow strong.



#EatForGood



Grade 3



Home  
Language

IN ENGLISH



This book belongs to:

---



ENGLISH

Book

2



## TEACHERS' GUIDELINES

Use this Workbook together with your other resources, while continuously developing the following basic concepts of printed media in learners:

- **Book handling:** The correct way in which to hold and page through a book.
- **Book concept:** The front page, back page, title and table of contents.
- **Directionality:** Reading from front to back, from left to right and from top to bottom.

### TEACHING TIPS

#### Listening and speaking

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 10. Learners should be exposed weekly to stories, short rhymes, poems and songs.

#### Picture discussions

1. Guide the learners in:
  - identifying and discussing objects in the pictures (size, shape, colour and quantity)
  - interpreting the pictures by asking questions: who, what, where, when, why, what happened before, what happened later?
  - composing a class story (the length being determined by learners' levels of development)
2. Allow each learner to tell the class story to a friend.
3. Model the writing of the class story (CAPS Home Language, p. 12, shared writing). *Bring the use of capital letters, word spacing and punctuation to the attention of learners throughout.*
4. Allow the learners to join you in reading the class story.
5. Ask learners to underline or circle the sounds or language structures of the week in the class story.

#### Reading

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 12 – 18, regarding the five main components of teaching reading.


#### Writing

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 18 – 19, concerning handwriting and the writing process. By the end of the term, learners make the transition from print script to joined script or cursive writing. Handwriting lessons should focus on practising small and capital letters and the links needed for the new handwriting. Learners should be able to copy printed text (e.g. text from a book) in joined script or cursive writing.

#### Keep the following in mind:

- Learners' learning preferences differ. It is important that learners should be stimulated visually, auditively and kinesthetically (experientially) for them to learn effectively.
- Learners should experience learning, therefore activities should be **practised** before being completed in writing, e.g.:
  - Sentence construction:** Give learners the opportunity to build words using letter cards.
  - Comprehension:** Learners should complete the answers orally in their groups before completing them in writing. The group leader poses the questions while the group members find the answers and answer the questions.
  - Selecting words to complete sentences:** Provide the groups with incomplete writing strips and word cards. Learners complete the sentences by placing the word cards correctly.
  - Matching words to pictures:** Enlarge the page to A3. In their groups, learners place markers on the correct answers.
  - Matching two parts of a sentence:** In their groups, learners match parts of sentences.
  - Writing own newspaper article:** Have learners write a class article followed by a group article before writing their own articles.
  - Dictionaries:** Use dictionaries daily. Learners' capabilities determine the degree of difficulty of activities.

**Note:** During group activities, provide the group leader with a set of answers to enable him/her to guide group members correctly.





**65 Back to school after the holidays** 2

Reads a narrative text about being back at school in the third term.  
Reads items on notice board.  
Makes a list of the different items pinned on the notice board.  
Fills in information from a text onto a timetable.  
Sorts words into the sound boxes (er, ir, ee, ea, ay-sounds).

**66 What we do after school** 4

Discusses sports, games and hobbies.  
Completes a timetable for him/herself.  
Writes sentences about extramural activities.  
Writes a diary entry about returning to school after the holidays.  
Reads a chart and answers questions about the chart.  
Makes a poster to advertise their sport or hobby.

**67 Nomsa's secret** 6

Reads narrative text.  
Answers multiple choice questions about the text.  
Finds antonyms for words in the text.  
Recalls sequence of events for the story by numbering the sentences.

**68 Feelings** 8

Discusses the main character.  
Makes up a role play about the story.  
Writes a diary entry summarising the story.  
Reads and recites a poem about friendship.  
Makes a card for a friend and writes a short poem on the card.  
Sorts words into sound boxes (ir, ou, ur and oo-sounds).  
Writes sentences using given words.

**69 School in the news** 10

Reads a text from a newspaper.  
Answers questions based on the text.  
Breaks up the words into their sounds (ea, ay, ai, ee and oa).  
Writes words in alphabetical order.

**70 My own newspaper** 12

Discusses news from home, school and about friends.  
Writes ideas in a mind map.

Identifies sentence type (statement, question, command, exclamation).  
Rewrites sentences in direct speech.  
Writes sentences to show the meanings of homophones.  
Writes a story for a newspaper using a mind map.

**71 Play safe** 14

Reads dialogue.  
Writes an ending for the dialogue.  
Fills in speech bubbles to show direct speech.  
Matches contractions.  
Sorts words into sound boxes (ee, ai, ea, ay).

**72 What did they say?** 16

Talks about the best possible ending for story.  
Makes a role play of the best story.  
Rewrites sentences using direct speech.  
Joins sounds together to form words using the ou-sound

**73 A letter to a friend** 18

Reads a letter.  
Answers questions about the letter.  
Identifies correct tense words.  
Identifies the synonyms.

**74 Mandla is a champion** 20

Writes a congratulatory card.  
Identify words with same sounds.  
Punctuates sentences correctly.  
Identifies correct pronouns.  
Completes a word puzzle about different sports.

**75 Library day** 22

Reads text about the library.  
Answers questions about the text.  
Sorts words into sound boxes.  
Combines phrases for form sentences.  
Uses the ur-sound to form words.

**76 Reading books** 24

Answers questions about a book they have read.  
Writes sentences saying why they liked book.  
Identifies the title and author of each book.  
Predicts what the book is about.  
Numbers the books in order of preference.

**77 Our trip to the circus** 26

Reads text about the circus.  
Answers questions about the text.  
Uses verbs to complete sentences.  
Identifies adverbs.

**78 What happened to Dan** 28

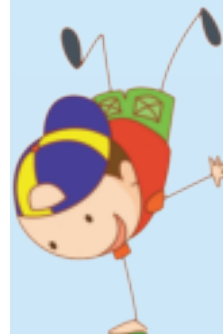
Role plays the story of Dan at the circus.  
Writes a diary entry summarising the story.  
Identifies the verbs in the diary entry.  
Identifies what the adverb tells us about when, where or how.  
Identifies the verb that the adverb describes.  
Identifies the correct homophone.

**79 About sounds** 30

Matches words with the same sounds.

**80 Writing your story** 31

Talks about the plot of the story.  
Writes ideas for a story in a story organiser.  
Writes your story in a cut-out story book.





Let's read

Good morning class.

Welcome back after the holidays. We are now in the **third term**. I hope that you will all work hard. It is still very cold. If any of you have a **jersey** or jacket that is too small for you, please bring it to school so that we can help children who don't have warm clothes.

If you look at the notice board, you will **see** that we will have lots of activities this term. I hope you will all join in.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1–2 pm	Netball Sewing Club	Soccer Netball	School play Soccer	Soccer Library	Netball
2–3 pm	Athletics	School play	Athletics	Choir	Library

**Grade 3 trip to the Circus**  
Saturday 30 July

Grade 3 class will be having a Cake and Candy Sale at break on Friday 21 July.

**FOUND**  
Girl's spectacles  
Ask at the Secretary's office.

**LOST CAT**  
If you find my black cat with white paws, please see **Lucy** Grade 3.

If you would like to help in the library during playtime, please tell Mrs Ndlovu.

Date: \_\_\_\_\_



Let's write

Look at the notice board and answer the following questions.

What was lost? \_\_\_\_\_

When is the cake and candy sale? \_\_\_\_\_

What was found? \_\_\_\_\_

Who is in charge of the library? \_\_\_\_\_



Let's write

Look at the school timetable on the notice board, then fill in the days and times of each activity.



Fill in the name of the activity	Days	Time
 _____		
 _____		
 _____		
 _____		
 _____		



Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.



her

bee

way

team

bird

shirt

bean

been

after

always

term

third

see

sea

say

Sight words

about  
clean  
drink  
full

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# What we do after school

Term 3 – Week 1–2



Let's do

Talk to your friend about the sports, games or hobbies that you like.



Let's write

Write down what you do after school each day.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 – 2 pm					
2 – 3 pm					



Let's write

Write three sentences about what you do after school.

Four horizontal lines for writing.



Now write a diary entry about how you felt coming back to school after the holidays.

Dear Diary

Date \_\_\_\_\_

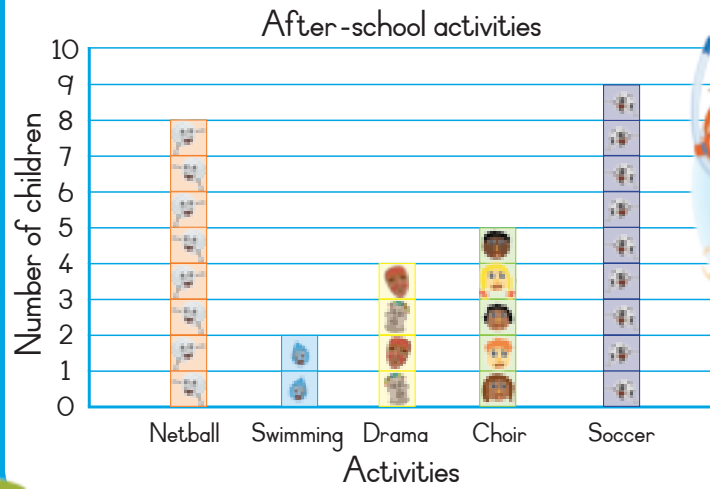
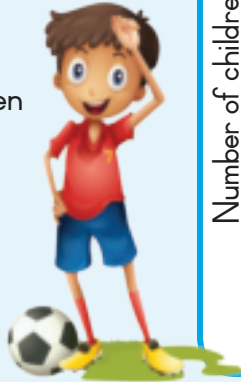
Eight horizontal lines for writing a diary entry.

Date: \_\_\_\_\_



Let's write

Look at the chart and then answer these questions.



What is the most popular after-school activity?

What activity do children like least?

How many children like drama?

Which of these after-school activities do you like most?



Fun

Make a poster to advertise your sport or hobby. Your poster must encourage people to play your sport, or to do your hobby.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read



Although it is cold in the winter mornings it gets hot at midday. At playtime, the children like to run around in the hot sun. Then they all take off the jerseys they are wearing over their shirts.

Nomsa is very hot but she does not take off her **jersey**. It hides her secret. Poor Nomsa **burned** a large hole in the back of her **shirt** when she was ironing it. She keeps **her** jersey on to hide the hole. Her **mother** says she will buy Nomsa a new shirt next month as she does not have money now.

Nomsa is the best in her class at reading and sums. Her teacher often shows her work to the rest of the class. "Wow, that's **cool!**" the children **shout**.

At playtime, Nomsa and her friends, Pam and Busi, play their favourite game, hide-and-seek.

When they get back to class they are all hot from running **around**.

They all take off their jerseys, but Nomsa keeps hers on.



Busi sees that Nomsa looks sad and very hot.

She whispers into her ear: "I know why you don't want to take your jersey off. But don't worry Nomsa, I will give you one of my spare shirts."

Nomsa is very happy because she does not have to keep wearing her jersey for another month. She will not get so hot and tired any more.



Let's write

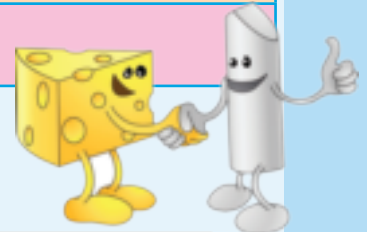
After you have read the story, circle the letter of the correct answer.

Whom did Nomsa always play with?	In what season did this story take place?	Choose one word that best describes Busi.
A Busi and Pam	A Summer	A Naughty
B Bongji and Ann	B Winter	B Caring
C Busi	C Autumn	C Clever
D Bongji	D Spring	D Sad

Look at the first three paragraphs of the story. Find two words that are the **opposite** (antonym) of these two words.

small

worst



The following sentences tell us about Nomsa's story. Number the sentences in the boxes from 1 to 4 to show the order of the events.

	Busi promised to give Nomsa a shirt.
	Nomsa is sad because she has a hole in the back of her shirt.
	She must wait for her mother to get enough money to buy her a new shirt.
	She burned a hole in the back of her shirt when she was ironing it.



Let's speak

Talk about how Nomsa felt. Do you think that Busi was a good friend? Why? Make up a role play of the story.

Imagine you are Nomsa. Write a diary entry in which you write about what happened today. Say how you felt.

Let's write



Dear Diary

Date \_\_\_\_\_



Let's read

Read this poem about friends. Say it out loud with your group.



I talk with a friend  
I walk with a friend  
We share an umbrella in the rain.



I run with my friend  
I have fun with my friend  
And we learn together and explain.



Date: \_\_\_\_\_



Fun

Make a card for your friend.  
You can write a short poem on one of the cards.



Blank lined area for writing a poem on a card.



Large blank lined area for writing a poem.



Sight words

- small
- kind
- much
- own

Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

skirt

school

return

sound

found

pool

turn

circus



shirt	around	burn	cool



Let's read

## Kiddy Times



### The Lesedi Primary School wins the clean-up prize again!

By Jenny Smith

12 August 2015

This is the second year that the children of Lesedi Primary School have cleaned up the park.

Last Saturday 60 children from Lesedi Primary School cleaned up the park near their school. The children picked up the litter. They then sorted the litter into different bags so that the school can sell the litter that can be recycled. The school will use the money to buy books for the school library.

The Principal, Mrs K Nkuna, says that the children have learned a lot from cleaning the park. First, they learned how to care



for the environment. Second, they now know what kind of paper and cardboard can be recycled.

Bongi Shabalala, a grade 3 pupil, said: "We learned a lot and we had lots of fun!" Dan Smit, who is a grade 3 schoolboy, said: "It was hard work, but we had a great day!"

The mayor will give the school a prize for their big clean-up.

Date: \_\_\_\_\_



Let's write

Answer these questions.

What school is in the news?	
What is the name of the newspaper?	
Work out from the newspaper article when the school had the clean-up. Write the date.	
Who is the principal of the school?	
Does the principal think that the clean-up is a good thing? Say why.	



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

clean	day	rain	sleep	coat
leap	Saturday	pain	weep	goat
scream	everyday	train	tree	loaf

Sight words

Saturday  
show  
ten  
warm



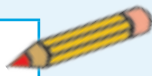
Let's write

Break up these words into their sounds.



Now write the words in alphabetical order.

re/mem/ber
environment
principal
second
Saturday



1	
2	
3	
4	
5	

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Tell the news you have from home, school and about your friends. Write down some of your ideas in this mind map.



Let's write

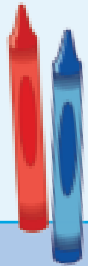
Write down what kind of sentence each one is in the space on the right. Then rewrite the sentences using the correct quotation.

statement

question

command

exclamation



i like sweets

I like sweets.

statement

help i am in trouble

dan you must come to school on time

Date: \_\_\_\_\_

do you like birds



Let's write

Write a sentence with each of these words to show their meanings.

see

sea

their

there



Fun

Look back at your mind map on the previous page. Use the notes you wrote about your news to help you write a story for this newspaper.



Fill in the name of the newspaper.

Headline or name of article.

Fill in your name as a writer.

Date

What happened?

Where did it happen?

How do you feel about what happened?

Draw a picture to illustrate your story.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Fill in the speech bubbles to show what Jabu and Dan say to each other.

Glad it's home time.

Me too. Let's hurry home.  
Oh, oh. Look there!



1 When Bongi and Ann were leaving school today, they saw a car stop near a small girl.

Come with us. You must not get into a car with a stranger.



3 Bongi and Ann called the little girl and took her away.

Oh no, Sisi. You can't go with him.



If you come with me I will give you these sweets.

2



4 Dan and Jabu wrote down the number on the number plate.  
Then...

Date: \_\_\_\_\_



Let's write

Now write an ending for the story in which you say what you think happened next.


Do you think Ann and Bonggi cared about the little girl? Why do you think this?




Let's write

Draw a line to join the short form with the long form on the right.



it's
I'm
we're
mustn't



I am
we are
must not
it is

Sight words

better  
before  
eight  
hurt



Word work

Fill in words with the same sounds into the correct sound boxes.

rain

say

lead

sleep

read

day

gain

play

bead

weep

pain

keep



sleep			

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# What did they say?



Let's do

In your groups, read the endings of the story you wrote on the previous worksheet. Decide which ending is the best. Use role play to act out the best story.



Let's write

Rewrite what they say, using the correct speech marks.



You mustn't go with strange people.

Jabu said, " \_\_\_\_\_ "

\_\_\_\_\_

I like drama and singing.

Bongji said, " \_\_\_\_\_ "

\_\_\_\_\_



Be careful!

Gugu screamed, " \_\_\_\_\_ "

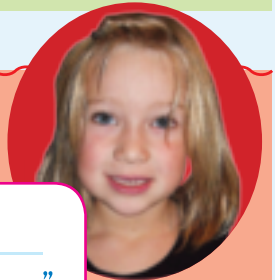
\_\_\_\_\_



Should we take the little girl home?

Ann asked, " \_\_\_\_\_ "

\_\_\_\_\_



Date: \_\_\_\_\_



Let's write

How many words can you make by joining the sounds together?  
Write them in the spaces.



ir

f sh c sk b g d

st t cus t th l ty

first

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ou

h thr r m f s gr m

se gh gh se nd nd nd ntain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

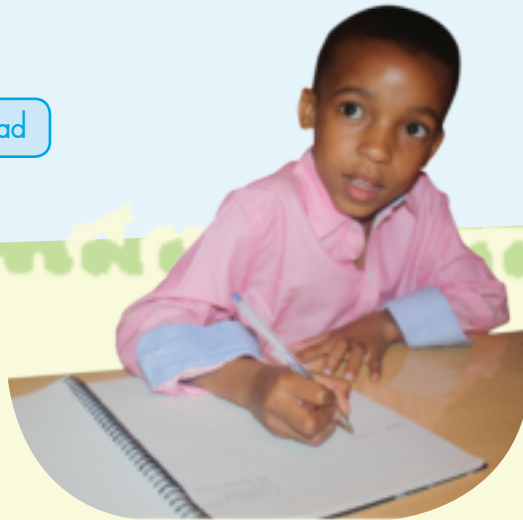
\_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read



24 Jupiter Street  
 Marsville  
 2033  
 14 August 2015

Dear Dan

I have not heard from you for a long time. I want to tell you my good news. I won the karate championships. I am now the under 9 karate champion! I did not think I would win. I was very scared because the other boy was much bigger than me.

I stopped thinking about him, and I just thought about my kicks that I had practised. Then I heard my friends calling my name and I knew I had won the match.

I think that all children should learn karate. It helps to keep you fit and healthy.

In karate, I have learned how to look after myself. That does not mean I like to fight, but I can stop someone from hurting me.

Please come over and visit me.

Your friend

Mandla



Date: \_\_\_\_\_

Who wrote the letter?	
On what date did he write the letter?	
What news did the writer give Dan?	

Sight words

laugh  
myself  
pick  
bring

Does the writer think that karate is a good sport for children to learn?  
Why do you say this?




Choose and then circle the correct word.

Let's write



The girl <b>is/are</b> running home.
They <b>is/are</b> at karate.
He <b>is/are</b> the champion.
Bongi <b>is/are</b> taking the girl home.



Find the synonym for each word in bold and write it in the space.



Let's write

easy

delicious

wide

tiny

Synonyms are words with the same meanings.

We ate a <b>tasty</b> pie for supper.	
I find these sums very <b>simple</b> to do.	
The river was <b>broad</b> .	
The baby was <b>small</b> .	



$$12 - 6 = 6$$



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

## Mandla is a champion



Let's do

Send Mandla (or one of your friends) a congratulatory card. Write a special message on the inside of the card.



Write three sentences about what you can do well.

Let's write






Word work

Read the words and listen to the sounds.  
The words look different but they have the same sounds.



boat	need	like	pain	round
note	read	fly	play	crown
blow	key	high	weigh	how

Date: \_\_\_\_\_



Let's write

Fill in the correct punctuation marks at the end of these sentences.  
Use a **question mark ?** or an **exclamation mark !** or a **full stop**.

Congratulations, Mandla, you are the new champion           !

Does Mandla have a black belt in karate           ?

We need to learn how to protect ourselves           !

When did Mandla write the letter           ?

Where does Mandla live           ?



Let's write

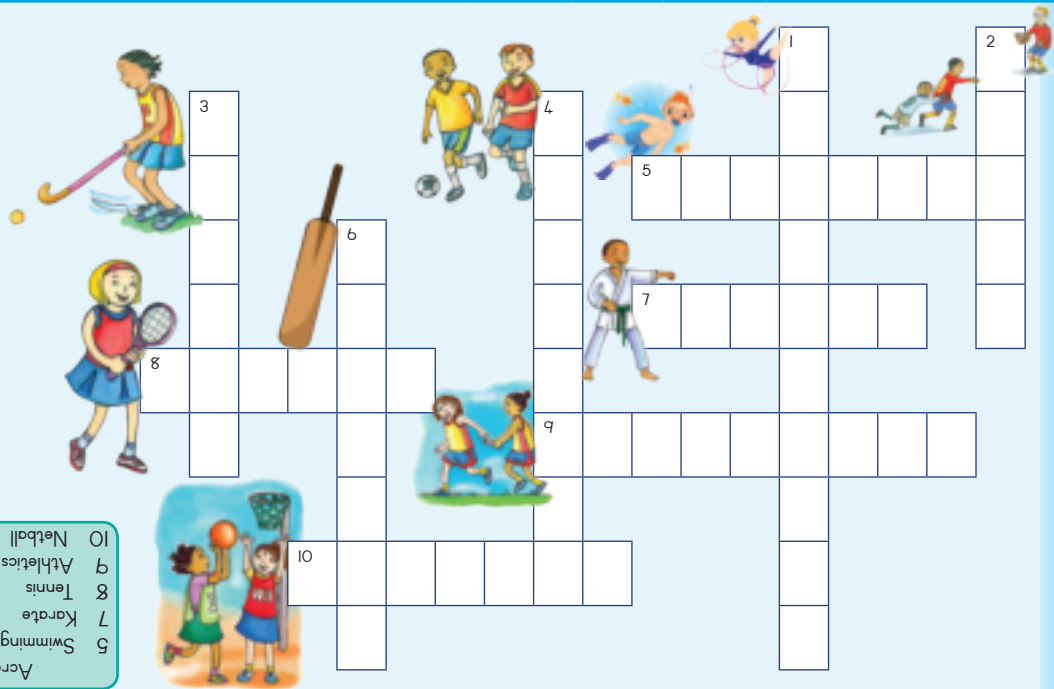
Read each sentence, then circle the pronoun that you can use in the place of the underlined word.

<u>Mandla</u> has a black belt in karate.	you	he	she	we	they	it
<u>Bongi and I</u> went to visit Pam.	you	he	she	we	they	it
The <u>netball</u> players will be going to Durban.	you	he	she	we	they	it
The <u>dog</u> came into the class today.	you	he	she	we	they	it
<u>Nomsa</u> needed a jersey.	you	he	she	we	they	it



Fun

Use these pictures to help you complete this sports crossword.



- Down
- 1 Gymnastics
  - 2 Rugby
  - 3 Hockey
  - 7 Football
  - 9 Cricket

- Across
- 5 Swimming
  - 7 Karate
  - 8 Tennis
  - 9 Athletics
  - 10 Netball

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## Let's read

Every week, the children all go to the library after school. They love to go to the library. The teacher at the library reads to them. Pam and Busi help in the library at playtime on Tuesdays and Thursdays. They pack the books neatly in the shelves. They put a date stamp in the books that children take home with them. You can take two books home every week. You must bring the books back before you can take out more books. Busi and Pam read two books every week.

They also go to the library to do their homework.

It is very quiet and you are not allowed to eat in the library. There is a computer in the library. Busi and Pam are learning how to use it. They can only use the computer for 20 minutes at a time.



## Let's write

Answer these questions.

On what days do Busi and Pam work in the library?

What work do they do in the library?

1

2

For how long can they use the computer?

Date: \_\_\_\_\_



Word work

game

Fill in words with the same sounds. Then use 5 words to write sentences of your own in your exercise book.

lime

bite

kite

slime

make

lame

bake



Blank writing area for 'same'.

Blank writing area for 'time'.

Blank writing area for 'white'.

Blank writing area for 'cake'.



Let's write

Match the words on the left with the words on the right to make a sentence.

She was late for school <b>because</b>	the electricity is off.
You can't use the computer <b>because</b>	he never does his homework.
He failed his test <b>because</b>	she woke up late.



Let's write

How many words can you make by joining the sounds together?  
Write them in the spaces.



Word building activity with 'ur' in the center. Sounds around it include: c, ch, ret, n, s, s, c, ve, ch, n, se, name, vive, tain. The word 'curve' is written next to a pencil icon.





Let's do

A large, stylized open book with a blue ribbon on the left and a red ribbon on the right. The pages are yellow and contain writing prompts and a drawing area.

Write about a book that you liked.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

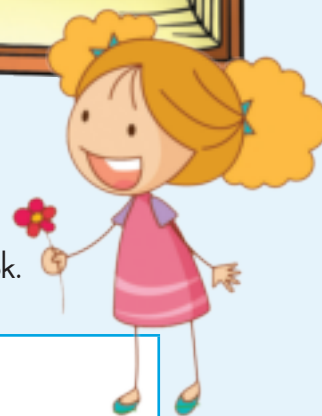
Say what the book was about.

Draw a picture to show what the book is about.



Let's write

Write six sentences saying what you liked about the book.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

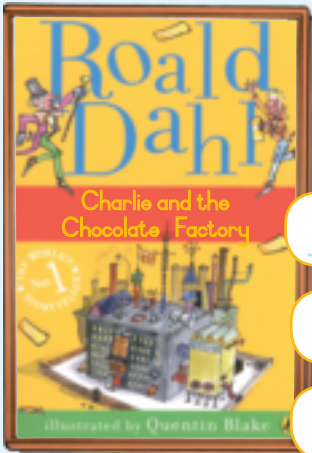


Date: \_\_\_\_\_



Fun

Look at each of these book covers with your friend. You and your friend must find the title of each book and the name of the author. Say what you think each book is about. Which books would you like to read? Number the books from **1** for the book you would like to read **most**, to **5** to show the book you would like to read **least**. Why don't you go to the library and see if you can take out some of these books?



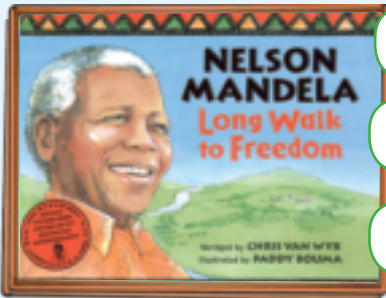
Title

Author



Title

Author



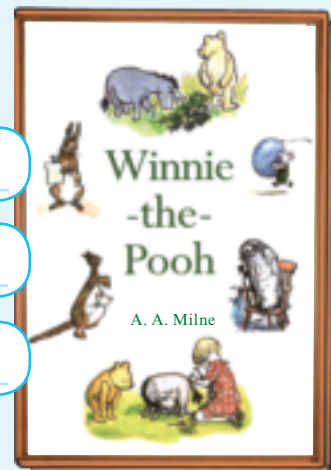
Title

Author



Title

Author



Title

Author



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## Let's read

Our big day had come. The circus was in town and grade 3 was on the bus to see the circus. We arrived at the big tent.

**Teacher:** Stay together so that you don't get lost. If you get lost, stand at the ticket office next to the entrance and we will find you.

**Jabu:** Wow! Look at the clown walking on stilts.

**Bongji:** I love the seals that dance.

**Ann:** Will we be able to go closer to the lion after the show?

**Sam:** What happens if he escapes?

**Busi:** Oh, I would love to do acrobatics like that!

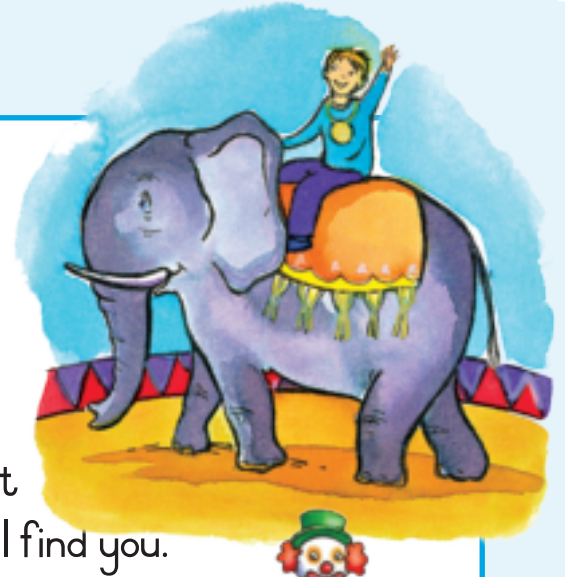
**Teacher:** Where is Dan?

**Sam:** I don't know.

**Teacher:** Quick! Go and see if he is at the ticket office.

**Pam:** Look! Look! There he is! He's riding on the elephant!

**Teacher:** Oh my goodness! That is not possible!



## Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

brightly	sadly
slowly	proudly
quietly	loudly

kind	bind
find	blind
mind	behind



Date: \_\_\_\_\_



Let's write

Write your answers to these questions in the spaces.

What did each of the children like at the circus?

Jabu	Bongi	Ann	Busi

What happened to Dan?

Write an ending for the story. Write what the teacher and Dan said.

Teacher:

Dan:

Sight words

grow  
light  
never  
seven



Let's write

Use these action words (verbs) to complete the sentences. Then underline the words that tell us about the action.

plays

walks

scream

rides

drive

Dan rides proudly on the elephant.



The children \_\_\_\_\_ loudly with excitement.

The clown \_\_\_\_\_ carefully on stilts.

The seal \_\_\_\_\_ happily with a ball.

We \_\_\_\_\_ home sadly in the yellow bus.

Action words are called verbs. They tell us what someone or something does. Adverbs describe how they do the action.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# What happened to Dan

Term 3 – Week 3–4



Let's do

Make up a role play to show Dan telling his friends what happened to him at the circus. One of you must play the role of the teacher.

Pretend you are Dan.

Write a diary entry about your time at the circus.

Let's write



Dear Diary

Date \_\_\_\_\_

Dear Diary

Date \_\_\_\_\_

---



---



---



---



---



---



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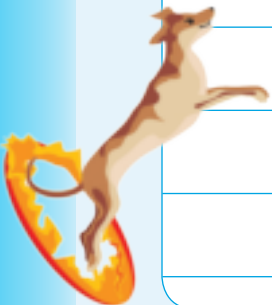
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Let's write

Underline all the action words (verbs) in your diary entry. Write down six of your action words in this table.




Date: \_\_\_\_\_



Let's write

Does the underlined adverb tell us **when**, **where** or **how** an action happens? Write how, when, or where next to the sentence. Now circle the verb that the adverb describes.

when

where

how

Jabu ate his lunch quickly.

how

Pam often reads books about animals.

Dan proudly told us about the circus.

Sometimes we go on school trips.

The clown danced merrily at the circus.

After the circus, the children walked slowly back to the bus.



Let's write

Circle the correct word (homophone) in each of these sentences.

I like to eat **pears/pairs**.

She hurt her **write/right** hand.

I went to the circus **too/two**.

The boats **sale/sail** in the dam.

I will see you next **week/weak**.

**I/eye** did not go to school today.

It took one **our/hour** to get there.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Word work

Fill in words with the same sounds.

- |      |       |       |        |      |       |       |        |
|------|-------|-------|--------|------|-------|-------|--------|
| rain | round | keep  | gain   | girl | tough | loaf  | meat   |
| pain | bird  | rough | goat   | team | nurse | found | peep   |
| coat | clean | turn  | ground | weep | burn  | dirt  | enough |



Let's speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.

## My story planner



### The characters and the setting

Who is in your story?

Where does the story happen?

When does the story happen?

### The beginning

What happens at the start of the story?

## The middle



What happens in the middle of the story?

Handwriting practice area with seven horizontal blue lines for writing.

## The end



How does the story end?

Handwriting practice area with seven horizontal blue lines for writing.



Fun

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story in the book.



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

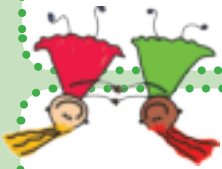
1

Step 1: Fold on the dotted line

5

Four horizontal blue lines for writing.

Continue with your story here.

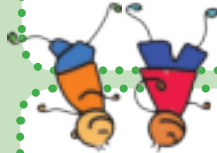


Draw picture here.

7

Four horizontal blue lines for writing.

Write the middle of your story here.



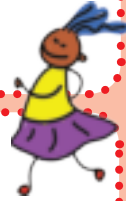
Draw picture here.

Step 2: Fold on the dotted line

Step 3: Staple on this side

Draw picture here.

Start writing your story here.



2

Draw picture here.

Finish your story.



7

3

Continue with your story here.



Draw picture here.

9

Write what happens at the end of your story.



Draw picture here.

**81 Town life 36**

Reads text about Jim moving to town.  
Uses a picture of a block of flat to work out coordinates.  
Talks about what is happening in each flat.  
Fills in the correct verbs to describe the activities in each flat.

**82 Reading maps 38**

Discusses a map.  
Answers questions based on the map.

**83 Jim sends an e-mail to his friends 40**

Reads an email text.  
Uses conjunctions to join the sentences.  
Identifies antonyms.

**84 Jim's friends write back 42**

Reads an email text.  
Answers questions based on the email.  
Uses verbs to complete sentences. Identified the tenses in sentences. (present or past tense)  
Uses prepositions of direction and position.

**85 Giving directions 44**

Reads a map.  
Answers questions based on the map.  
Writes directions to specified places on the map.  
Identifies road signs and says what they mean.

**86 Where I live 46**

Addresses an envelope.  
Joins the sentences using conjunctions.  
Identifies proper nouns.  
Fills in an invitation card to a school concert.  
Draws a map giving directions.

**87 Giving directions 48**

Pastes in places on a map.  
Discusses map with a friend.  
Discusses which places are safe and which are unsafe.  
Answers questions based on the map.

**88 Reading carefully 50**

Asks and gives directions to different places on the map  
Breaks up words into sounds.  
Numbers the words in alphabetical order.  
Reads an advertisement.  
Answers questions on the advert.  
Designs an advert.

**89 We see an accident 52**

Reads the picture story.  
Fills in a speech bubble to complete the story.  
Predicts and writes an ending for a story.  
Sorts words into the correct sound boxes.  
Reads the words and listens to the sounds.  
Identifies and matches pronouns.

**90 What happened? 54**

Identifies the sequence of a story.  
Compares two pictures and identifies the differences.  
Completes the accident form by filling in information.

**91 A school concert 56**

Reads a programme for a school concert.  
Discusses the programme with a friend.  
Answers questions based on the programme.  
Designs a poster to advertise a concert.

**92 Visitors at our concert 58**

Reads a newspaper article.  
Answers questions based on the newspaper article.  
Sorts words into the correct sound boxes. (y, alk, str and shr)  
Identifies missing nouns and adjectives and uses them to complete sentences.

**93 Funny Dan 60**

Reads text about Dan.  
Writes a description of Dan.

**94 Discusses a map of South Africa. 62**

**95 Picture cut-outs 63**

**96 Writing your story 65**

Discuss a story plot.  
Fills in ideas for a story under the prescribed headings.  
Makes a cut-out book.





Let's read

### Jim moves to town

Jim's father got a new job in town and so his family had to move. Jim was sad to leave all his school friends behind. He had to go to a new school.



Living in town is very different to living in a village.

There are many people living in town **and** there is a lot of traffic. In the streets you see people walking, driving, taking taxis and trains, all going to different places. Many people do not have gardens **because** they live upstairs in flats in high buildings.

Jim lives in a block of flats. He lives on the 2nd floor in flat number 2A. The flat is near the school **so** he can walk to school.



Jim keeps on getting lost **because** there are so many streets and they all look the same. His friend Thandi helps him when he is lost. She has been living in town for two years.



Let's write

Look at what people are doing in the block of flats.

In the picture, we have numbered all the flats.

There are three floors, with four flats on each floor.

Each floor has a number, and each flat has a letter of the alphabet.

The table has a list of what everyone is doing. For each activity, fill in the number of the flat in which it is being done. Use the number of the floor (in the yellow column on the left), and the number of the flat (in the blue row at the top).

Date: \_\_\_\_\_



	A	B	C	D
3				
2				
1				

Jim is doing his homework.	2A	The girl is taking her medicine.	The girl is reading her library book.	
The children are having a party.		The boy is dressing for soccer.	The man is cooking.	
The girl is brushing her teeth.		The boy is eating an ice cream.	The girl is holding her cat.	
The girl is talking on the phone.		The boy is feeding the dog.	They are watching TV.	



Let's write

Now fill in the missing words to complete these sentences.

- They are \_\_\_\_\_ TV.
- She is \_\_\_\_\_ on the phone.
- The boy is \_\_\_\_\_ the dog.
- The boy is \_\_\_\_\_ ice cream.
- Thandi is \_\_\_\_\_ a book.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Look at the map and talk about the buildings and places it shows.  
Point to what you see in each block and say what it is.

	A	B	C	D
6	 <p>houses</p>	 <p>houses</p>	 <p>bank</p>	 <p>market</p>
5	 <p>school</p>	 <p>park</p>	 <p>hospital</p>	 <p>shops</p>
4	 <p>sport stadium</p>	 <p>swimming pool</p>	 <p>church</p>	 <p>railway station</p>
3	 <p>restaurant</p>	 <p>crèche</p>	 <p>library</p>	 <p>flats</p>
2	 <p>clinic</p>	 <p>supermarket</p>	 <p>police station</p>	 <p>fire station</p>
1	 <p>zoo</p>	 <p>garage</p>	 <p>post office</p>	 <p>airport</p>

Date: \_\_\_\_\_



Let's write

Now say where each of these places are. Use the yellow numbers from the left of the map and the blue letters from the top.

Where is the clinic?	2A	Where is the hospital?	
Where is the library?		Where is the police station?	
Where is the fire station?		Where are the flats?	
Where is the school?		Where is the zoo?	
In which block are there lots of trees?		Where is the railway station?	



Let's write

Now talk to your friend about the different places on the map. Answer these questions together and then fill in the answers.



Name two places that are <u>near</u> to the school.	
Name two places that are <u>opposite</u> the church.	
What place is in <u>front</u> of the airport?	
What place is <u>next</u> to the school?	
The school is <u>between</u> the _____ and the _____.	
Are the flats <u>near</u> or <u>far</u> from the school?	
If there was a fire at school, how far would the fire engine need to drive? Count the blocks.	
Where would you like to live? Say which block and say why you choose that block.	

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

To: [Bongi@library.com](mailto:Bongi@library.com), [jabu@library.com](mailto:jabu@library.com), [Ann@library.com](mailto:Ann@library.com), [Sam@library.com](mailto:Sam@library.com)From: [Jim@school.com](mailto:Jim@school.com)

1 September 2015

14:22

Dear Bongi, Ann, Sam and Jabu

I am now living in town. I am so glad that I can use the school computer to send you an e-mail. I miss you all so much.

Town is very busy and there is a lot of traffic. I have started at my new school. It is a very big school. We have nearly 1 000 children. The school is near the park and the swimming pool. In the afternoon I go for swimming lessons. I have a new friend. Her name is Thandi. She is in my class. When I get lost in the school she helps me.

I now live in a block of flats. I live on the 2nd floor. It is very high. We do not have a garden, but we are lucky that we live near the park. I can go and play there with my friends.

I am hoping that I will be chosen for the soccer team and I hope that we can play against your school. I will come and visit you when I visit my grandmother at Christmas time.

Please write back now, I will wait at the computer for your reply.

Bye

Jim

Send



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.



Sight words

buy  
bought  
catch  
caught

near	blow	male	pole	cube
tear	flow	sale	role	tube
clear	grow	whale	whole	cute

Date: \_\_\_\_\_

And, so and because are conjunctions. We use them to join sentences.



Let's write

Join each pair of sentences using one of these conjunctions.

and

because

so

There are many people living in town.	There is a lot of traffic.
Many people don't have gardens.	They live in flats.
Jim lives near to his school.	He can walk to school.
There is a swimming pool near his school.	He goes for swimming lessons.
Jim keeps getting lost.	There are lots of streets.
We do not have a garden to play in.	I play in the park.



Let's write

Find the antonym (or opposite) of each word in bold and write it in the space.

far


narrow

buy

noisy

short

Do you remember what a **synonym** is? It's a word that has the **same meaning** as another word. An **antonym** is a word that **means the opposite** of another word.

The school is <b>near</b> .	far 
They <b>sell</b> sweets.	
The river is <b>broad</b> .	
It takes a <b>long</b> time to walk to school.	
It is very <b>quiet</b> in the city at night.	



Let's read

To: [Jim@school.com](mailto:Jim@school.com)From: [Bongi@library.com](mailto:Bongi@library.com)

1 September 2015

14:45

Dear Jim

Wow, we just got your email. We are all using the computer in the library.

We miss you too. You are in a very big school. So you are learning to swim. That is so cool. We hope we can come and visit you and see your school.

Maybe we can see you before Christmas.

Bye

Bongi, Sam, Ann and Jabu

Send



Let's write

Answer these questions.

Who wrote back?

On what date did she write back?

At what time did she write back?

Where were the children sitting?


Date: \_\_\_\_\_



Let's write

Use these action words (verbs) to complete these sentences.  
Then say if the sentence is in the present tense or the past tense.



<p>moved</p> <p>moves</p>	<p>Jim <b>moves</b> to town.</p> <p>Last month Jim _____ to town.</p>	<p>present </p>
<p>eats</p> <p>ate</p>	<p>Jim _____ his lunch.</p> <p>Yesterday he _____ at home.</p>	
<p>walked</p> <p>walks</p>	<p>He _____ to school.</p> <p>Yesterday Jim _____ to school.</p>	
<p>picked</p> <p>picks</p>	<p>Thandi _____ up the book.</p> <p>Yesterday Thandi _____ up the book.</p>	



Fun

Fill these prepositions into the word grid. Count the letters in each word to help you find the correct space for each one.


during

alongside

above

on

into

between

# Giving directions



Let's read

Look at the map and then answer the questions.



	A	B	C	D
6	<p>post office</p>		<p>airport</p>	
	<p>Mandela Road</p>	<p>First Avenue</p>	<p>Second Avenue</p>	<p>Third Avenue</p>
5	<p>railway station</p>	<p>parking</p>		<p>police station</p>
	<p>Railway Road</p>			
4		<p>church</p>	<p>park</p>	<p>crèche</p>
	<p>Church Street</p>			
3	<p>supermarket</p>		<p>school</p>	
	<p>Rose Road</p>			
2		<p>hospital</p>		<p>garage</p>
	<p>Flower Street</p>			
1	<p>market</p>		<p>internet cafe</p>	<p>factory</p>

Date: \_\_\_\_\_

Sight words

bite  
bit  
blow  
blew



Let's write

Look at the map and then fill in the answers to these questions.

In which street is the school?	
On which corner is the supermarket?	
In which street is the hospital entrance?	
Which places are safe for children to play?	
What places are noisy?	
What places are unsafe for playing?	



Let's write

Write directions from the school to the post office.


Write directions from the hospital to the school.


Write directions from the school to the garage.




Fun

What do these signs mean?



--



--



--

TEACHER: Sign

--

Date

--



Let's write

Address this envelope to yourself.



Let's write

Draw a line from the blue box to the pink box to complete each sentence. In each sentence underline the joining word or conjunction.

And, so and because  
are conjunctions.  
We use them to join  
sentences.

He walked across the road because

She took out her recipe book because

I was going to play soccer, so

I did not know which days we had netball practice, so

I went to bed late and

I had nothing to read, so

We went to the sports field because

She went to the clinic because

I went to the library.

I looked at the notice board.

the robot was green.

I took my soccer boots to school.

she wanted to bake a cake.

we were playing a match.

could not wake up in the morning.

she was feeling sick.

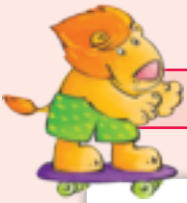
Date: \_\_\_\_\_



Let's write

Underline the nouns that should start with a capital letter.

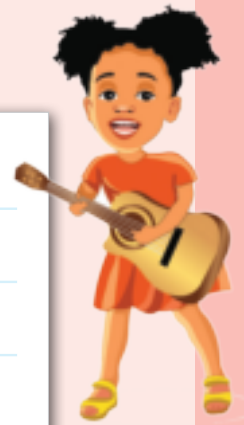
<u>bongi</u>	mandla	october	lusikisiki	durban	dan
monday	chair	cake	book	polokwane	flower
pen	busi	bike	limpopo	johannesburg	scissors



Fun

Send Bongi and Sam an invitation to your school concert. Fill in the information on the invitation card and then draw and label the directions from the station or bus stop to your school.

Dear Bongi and Sam	Concert programme
_____	_____
You are invited to our school concert.	_____
Date:	_____
School:	_____



Draw the directions from the station to the school. Add labels to show street names and the names of places they will go past.





Let's do

Make your own map.

Cut out the pictures of the different places on worksheet 95 (on page 63) and paste them onto this grid. You can decide where you will put each place. You can choose one of the houses for yourself and decide where you want to paste it. Do you want to live near the school?



	A	B	C	D
6				
5				
4				
3				
2				
1				

Date: \_\_\_\_\_

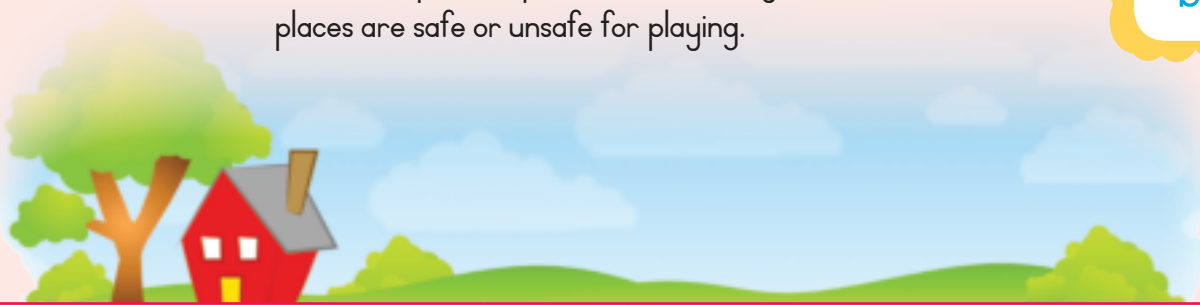
Sight words

between  
during  
begin  
began



Let's write

Show your friend your map. Point to where you have put each place. Then fill in the number and letter to show where each place is. In the space, write down why you decided to put the picture there. Tell your friend which places are safe or unsafe for playing.



Say which block these places are in.		Say why you have put these places there. Because
Where is the clinic?		
Where is the library?		
Where is the hospital?		
Where is the school?		
Where is the fire station?		
Where is the police station?		
Where is the railway station?		
Where are the flats?		
Where is the park?		
Where is your house?		
Where is the swimming pool?		
Where is the supermarket?		
Where is the church?		

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

## Reading carefully



Let's do

Ask each other for directions to different places on the map. Use the following words.

turn left

at the corner turn ...

turn right

You will see a \_\_\_ on your right

continue along the road

at the corner turn ...



Word work

Break up these words to show the different sounds. Then number the words in each box in alphabetical order.

1	hos/pi/tal
3	swimming
2	railway

	police
	library
	swimming

	supermarket
	restaurant
	garage

	playground
	market
	taxi



Let's read

Read the advert on the opposite page, then talk to your friend about what the advert promises you. Then fill in yes or no to these questions.

Read these questions and tick (✓) yes or no.	yes	no
Do you think a T-shirt can make you run fast?		
Do you think a T-shirt can help you to become a champion?		
Do you think the T-shirt can make you feel super?		
Do you think the T-shirt is cheap?		
Do you think this is a true and honest advert?		
Do you know any other advert that is not honest?		

Date: \_\_\_\_\_

**The T-shirt that every smart  
kid must have!**

Kids, if you want to be cool you need  
a **Super Cool T-shirt**.

It will improve your running and you  
will become a super champ.

You will feel super good in this  
**Super Cool T-shirt**.

You will be invited to everyone's parties.

Buy one today. Lowest prices in town.

**Only R150! Sale for 1 week only.**



Fun

Design your own advert. Draw a picture and write some  
sentences to make people want to buy it.

A large rectangular area with a multi-colored, multi-lined border, intended for drawing and writing an advertisement.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# We see an accident

Term 3 – Week 7–8



Let's read

Read the picture story and fill in what you think the driver said in the last speech bubble.

28 September 2015  
11:00 am



Watch out cat! Can't you look before you cross the road!



Blank speech bubble for writing the driver's response.



Let's write

Do you think that the man can still drive his car after the accident? Should he call the police? Now write five sentences about what you think will happen next in the story.

Five horizontal lines for writing the story continuation.

Date: \_\_\_\_\_



Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

shy pull true cart  
 dart glue full fly

Sight words

break  
 broke  
 bring  
 brought

cry	part	bull	blue



Let's write

Read each sentence, then circle the pronoun that you can use in the place of the underlined words.



The <u>man</u> drove his car into the tree.	you	he	she	we	they	it
The <u>cat</u> ran across the road.	you	he	she	we	they	it
<u>Jim and Thandi</u> saw the accident.	you	he	she	we	they	it
<u>Thandi</u> had to write a report for the police.	you	he	she	we	they	it
<u>Thandi and I</u> took the cat home.	you	he	she	we	they	it



Let's write

Draw a line to match the pronouns in the first column with the correct pronouns in the second column.



he	my
she	your
it	his
we	hers
I	our
you	their
they	its

*(A red line is drawn from 'he' to 'his' and from 'it' to 'its')*



# What happened?



Let's do

Number these pictures to show the correct order and then tell your friend what happened in the correct sequence.



Fun

Spot the differences.



Date: \_\_\_\_\_

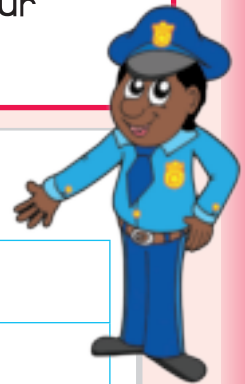


Let's write

You must fill in the accident form.

Imagine you were walking home from school. You saw the accident. You saw a motorist swerve suddenly to avoid a cat. The car went into a tree, but the driver was not hurt and neither was the cat.

You were the only person who saw the accident, so you have been asked to write about what happened. Before you fill in the form, tell your friend what you will say.



### Accident form

Your name	
Date of accident	
Time of accident	
What happened:	
First	
Then	
After that	
In the end	
Signature:	

TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_



Let's speak

Read the programme carefully and tell your friend what the concert will be about. Say which item you think you would enjoy most.



### Programme for **NEW TOWN** Primary School Concert

Date: 3 September 2015

Time: 13:00 to 15:30

Time	Grade	Item
13:00		Opening by Principal: Mrs J Gaga
13:10	Grade 1	Winnie the Pooh song.
13:20	Grade 2	Song: We are not afraid of the big bad wolf.
13:40	Grade 3	Jack and the beanstalk Stars: Jim is acting as Jack. Thandi is acting as Jack's mother
14:00 to 14:30		Interval There will be juice and popcorn for all the learners. Tea and coffee will be on sale for parents.
14:30		Prize giving for grades 1, 2 and 3.
15:00	Grade 4	Children's choir singing the National Anthem.
15:15		Closing speech: Minister of Basic Education.



Let's write

Look at the programme, and then answer these questions.

What time does the concert start?

Who will do the opening?

What will the Grade 1 class do?

Date: \_\_\_\_\_

What will happen at 13:20?	
Who are the stars of the show at 13:40?	
What will the grade 4 class do?	
What will happen at interval?	
Who will make the closing speech?	
If you were at the concert, which item would you enjoy most?	
What will you miss if you only arrive at 14:30?	1
	2
	3
	4



Draw a poster to advertise this concert. Give all the relevant information.





Let's read



## Kiddy Times

### New Town School has a jolly good concert

Reporter Yvonne Noates      4 September 2015

The children of New Town School produced an excellent concert yesterday. They entertained the audience with scenes from Winnie the Pooh and the Three Pigs. The stars of the show were Jim Brown and Thandi Ndlovu, who acted in Jack and the beanstalk. Jim was Jack, and Thandi was his mother.

The principal Mrs J Gaga was very happy because the Minister of Basic Education attended the concert. The Minister said: "I am very proud of this school. The children are



doing well and I can see that the teachers and parents are doing a good job."

The school handed out prizes for learners who always did their homework. These same learners did very well in the ANA exams last month.

The Big Book Shop donated book prizes.



Let's write

Do you think the writer of the article thinks that New Town School is doing good things? How do you know?

What did the children receive prizes for?



Date: \_\_\_\_\_

Where did the school get the prizes?

Copy the sentence that tells us the Minister was pleased with the school.



Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

silly

stretch

shred

walk

chalk

shrug

strict

folly

Sight words

come  
came  
drink  
drank

jolly	stalk	street	shriek

Fill in the missing nouns and the adjectives that describe them.  
Use these words to help you.

Let's write



Nouns

cars

buildings

trees

school

people

Adjectives

high

noisy

fast

tall

big

The  \_\_\_\_\_ were \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.

The  \_\_\_\_\_ was \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Dan is always late and he always forgets everything.  
 Last year he forgot his own birthday.  
 Last month he left his school bag on the bus.  
 Last week he rode on the elephant at the circus.  
 Yesterday he missed the train to the concert.  
 This morning he went to school in his swimming costume.  
 He is really a funny guy.



Date: \_\_\_\_\_



Let's write

Use this mind map to describe Dan.



How he looks

Handwriting practice box with 8 horizontal lines.

Some funny things he does

Handwriting practice box with 8 horizontal lines.

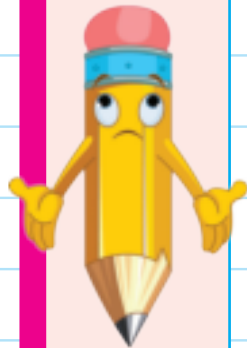


Who his friends are

Handwriting practice box with 8 horizontal lines.

What Dan can do to remember things

Handwriting practice box with 8 horizontal lines.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Discusses a map of South Africa



Let's speak

- Look at the map of South Africa.
- Point to the 9 provinces.
- Which province do you live in?
- Say what the capital of each province is.
- Point to the photos that show some of the important places in each province.
- Which provinces are on the coast?

The map displays the following provinces and their capitals:

- Limpopo:** Polokwane
- Mpumalanga:** Mbombela
- North West:** Mafikeng
- Gauteng:** Johannesburg
- Free State:** Bloemfontein
- Kwa Zulu-Natal:** Pietermaritzburg
- Northern Cape:** Kimberly
- Western Cape:** Cape Town
- Eastern Cape:** Bhisno

Neighboring countries shown include Botswana, Namibia, Mozambique, Swaziland, and Lesotho.

Photographs on the map include: a waterfall (Limpopo), a lion and a meerkat (Mpumalanga), a skull (North West), a city skyline (Gauteng), a dam (Free State), a ship (Kwa Zulu-Natal), a large building (Western Cape), a field of crops (Western Cape), a surfer (Eastern Cape), and a traditional hut (Eastern Cape).

# Picture cut-outs



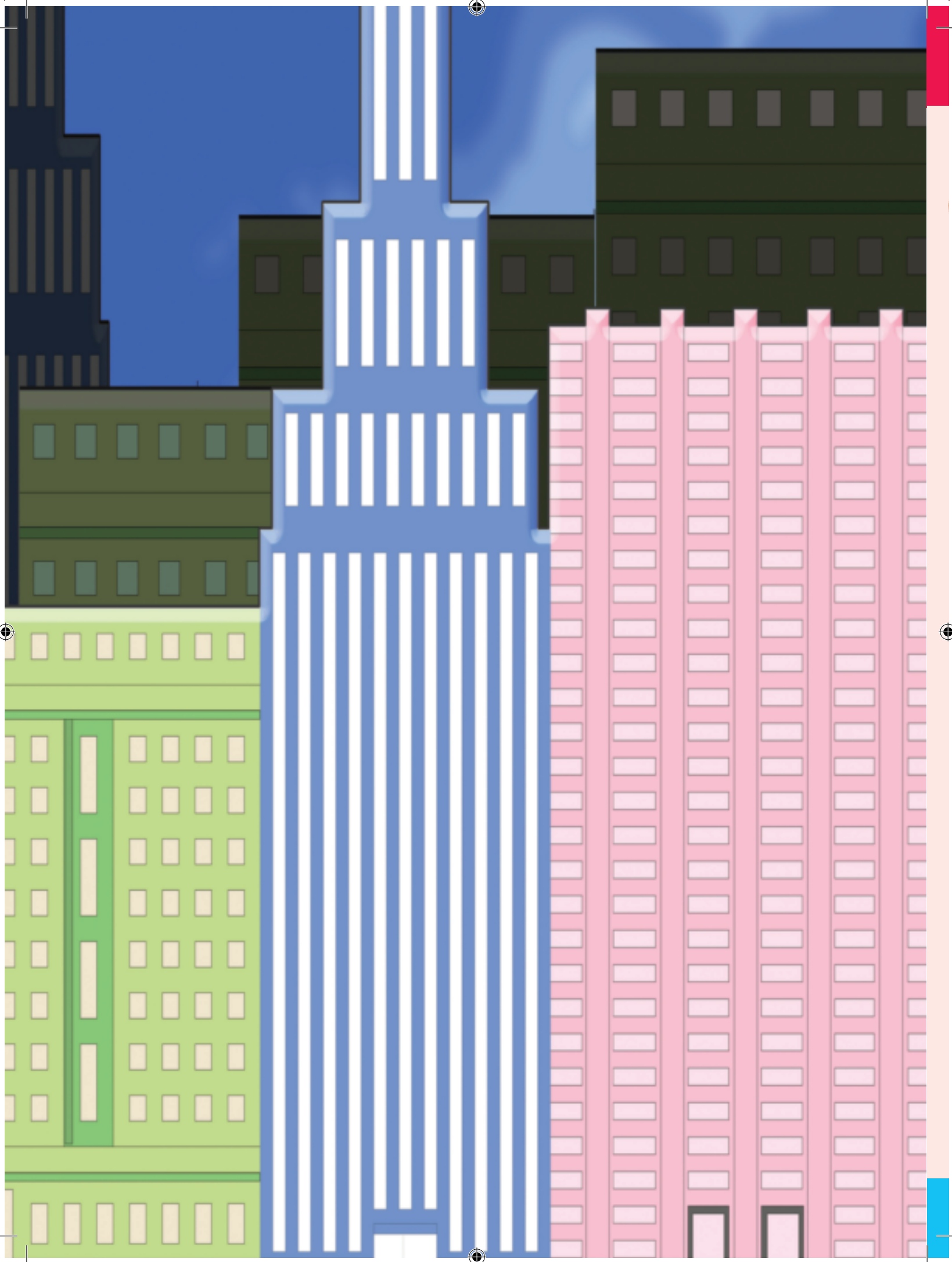
Let's do

Cut these pictures out and use them to make your own map on page 48.



Term 3 – Week 9–10







Let's speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.



## My story planner

### The characters and the setting

Who is in your story?

Where does the story happen?

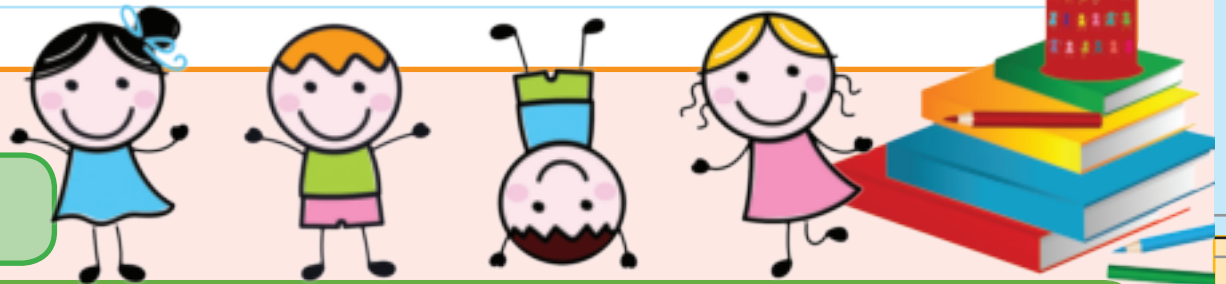
When does the story happen?

### The beginning

What happens at the start of the story?

## The middle

What happens in the middle of the story?



## The end

How does the story end?



Fun

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story in the book.



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

Four horizontal blue lines for writing.

Continue with your story here.

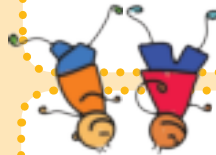


Draw picture here.

7

Four horizontal blue lines for writing.

Write the middle of your story here.



Draw picture here.

Step 2: Fold on the dotted line

Step 3: Staple on this side



Draw picture here.

Start writing your story here.



2

Draw picture here.

Finish your story.



7

3

Continue with your story here.



Draw picture here.

9

Write what happens at the end of your story.



Draw picture here.

**97 New children at our school 70**

Reads a text about new children at school.  
Fills in information obtained from text into a table.  
Answers questions based on the text.

**98 Different places in South Africa 72**

Cuts out and pastes the nine provinces on a map.  
Answers questions based on the province they live in.  
Identifies silent letters.  
Sorts words into alphabetical order.  
Rewrites sentences using the correct punctuation.

**99 Our weather 74**

Reads a weather broadcast.  
Uses information from the weather broadcast to complete a weather chart.  
Uses conjunctions to join sentences.  
Uses prefixes to complete words.

**100 What I did 76**

Draws four pictures of what they did on the weekend.  
Explains drawings.  
Writes a sentence about the pictures identifying the verb.  
Matches the present and past tense.  
Uses verbs to complete sentences.  
Identifies present, past and future tense.  
Makes a congratulation card for a friend.

**101 Children from elsewhere 78**

Reads descriptive text about children from other countries.  
Tabulates information about the children.  
Make words with -ough, -ess, -y, -ies and c sounds.  
Formulates questions.

**102 What we enjoy 80**

Conducts a survey and tabulates results.  
Answers questions based on the results of the survey.  
Breaks the words into sounds.  
Writes words in alphabetical order.  
Uses regular and irregular verbs.  
Completes a maze.

**103 Two little kittens 82**

Reads poem about two little kittens.  
Answers specific questions based on the poem.  
Identifies rhyming words in the poem.

**104 What the cats said 84**

Recites and role plays the poem.  
Rewrites sentences in direct speech.  
Plays word game based using present and past tense verbs.

**105 A letter to my friend 86**

Reads a friendly letter.  
Answers questions based on the letter.  
Identifies nouns and adjectives used in the letter.

**106 Describing things 88**

Uses adjectives to describe yourself.  
Uses adjectives to describe pictures.  
Uses adjectives to complete sentences.  
Writes a descriptive paragraph.  
Compares two pictures and identifies the differences.

**107 Library day again 90**

Reads informative text about elephants  
Answers questions based on the text.  
Uses pronouns to complete the sentences.

**108 Reading books 92**

Reads book cover and table of contents.  
Answers questions based on the cover and table of contents.  
Writes sentences about why they would like to read a book.  
Uses prepositions to complete the sentences.  
Reads a tongue twister.

**109 Our trip to the elephant park 94**

Reads text about trip to elephant park and pamphlet about elephants.  
Writes four sentences using what they have learned about elephants.  
Labels a drawing of an elephant.

**110 Elephant talk 96**

Asks questions about an elephant.  
Identifies the correct homophone.  
Rewrites sentences in direct speech.

**111 Elephant talk (continued) 97**

Uses alphabetical order to join the dots.

**112 Writing your story 98**

Plans to write a story.  
Fills in ideas for a story in a writing frame.  
Makes a story book and writes the story.





Let's read

Jim and Thandi are back at school after the holidays. Their school is in Johannesburg. All the children at their school speak English in class. They all have different home languages, because they come from many different places. Some of them even come from other countries. Let's meet some of the children.

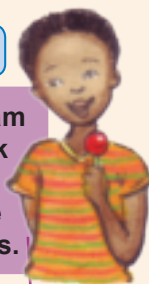
Northern Cape

I am Margriet.  
I am seven years  
old. I speak  
Afrikaans. I like to  
play with my pets.



North West

I am Dipuo. I am  
eight. I speak  
Setswana.  
My favourite  
food is sweets.



Thandi

Jim



Gauteng

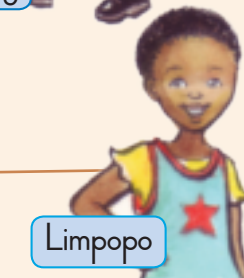
Free State

I am  
Makgomo.  
I am nine.  
I speak  
Sesotho. I  
like reading.



Limpopo

I am Phaladi.  
I am eight  
years old. I live  
in Limpopo.  
I speak Sepedi.  
I like playing  
with my  
friends.



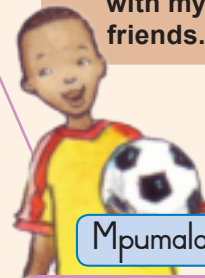
Western Cape

I am Jannie. I am eight years  
old. I speak Afrikaans. I like  
watching TV.



Mpumalanga

I am Siabelo. I  
am nine years  
old. I speak  
Siswati. Soccer  
is my game!



Eastern Cape

I am Lulama. I am nine years  
old. I like playing with my  
pets. I speak isiXhosa.



KwaZulu-Natal

I am Mandu. I am eight  
years old. I speak isiZulu.  
I like playing netball.






Date: \_\_\_\_\_



Let's write

Read about the new children and then complete the table.

Fill in their names, ages, the provinces they come from, their home languages and what they like. Tick whether they are boys or girls.

Name	Age			Language	Province	Likes 
Dipuo	8		✓	Setswana	North West	Sweets



Let's write

Now answer these questions.



Where is the children's school?	_____		
How many new boys and girls started school today?	_____ boys	_____ girls	
How many of these children are:	7	8	9
What province do Thandi and Jim live in? (Look at the story again.)	_____		
What language do they speak in class?	_____		

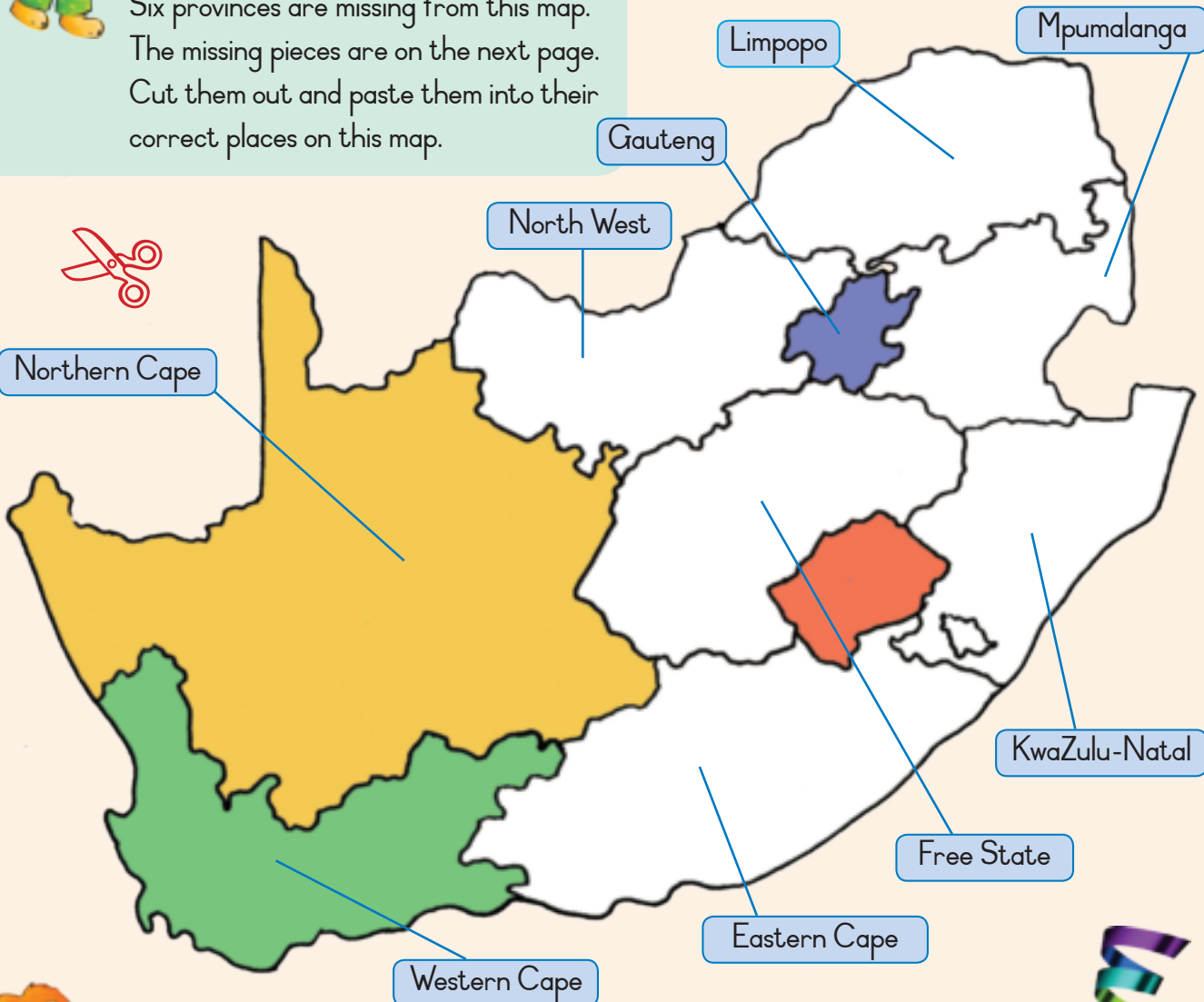
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Six provinces are missing from this map. The missing pieces are on the next page. Cut them out and paste them into their correct places on this map.



Let's write

Answer these questions.

Which province do you live in?	
What language do you speak at home?	
What language do you speak at school?	
Which other provinces have you been to?	
What is special about your province?	

Date: \_\_\_\_\_

Sight words

along  
always  
anything  
around



Word work

Say these words aloud and then circle the letters you do not sound. Then number the words in alphabetical order.

2	write
3	wrong
1	wrist

	know
	knock
	kneel

	comb
	numb
	thumb

	half
	calf
	yolk



Let's write

Rewrite each of these sentences using the correct punctuation. Then fill in what type of sentence this is.

statement

question

command

exclamation

dipuo likes sweets

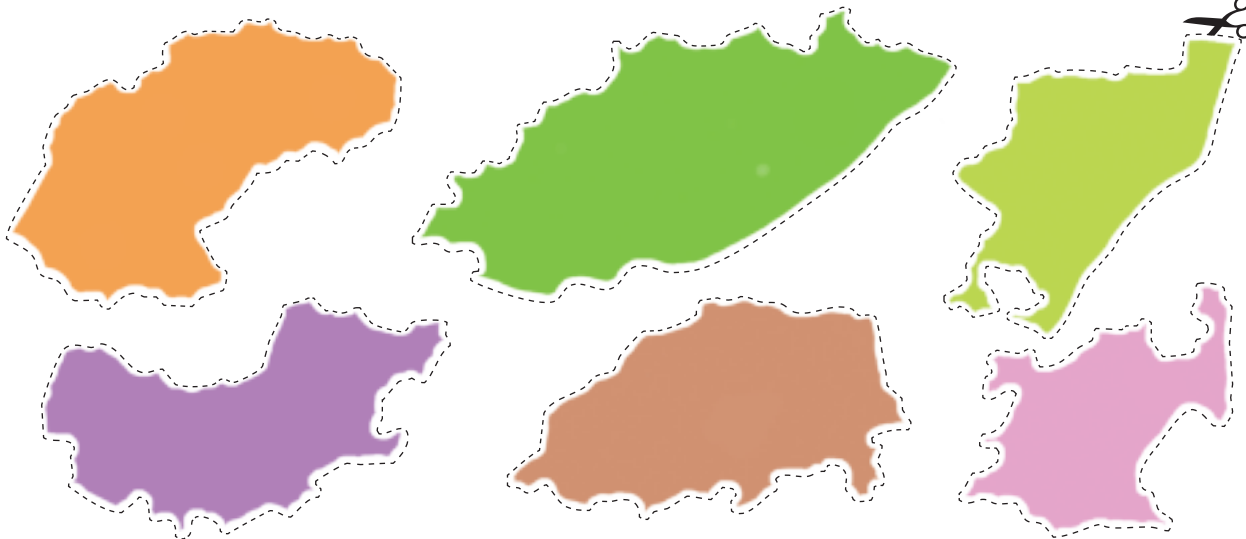
Statement 

Dipuo likes sweets.

how many languages can you speak

write neatly in your book

oh no it is raining and I don't have my umbrella



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Good morning. This is today's weather.

It will be **raining** in **KwaZulu-Natal** and in the Eastern Cape.

It will be sunny and hot in Limpopo and the Northern Cape.

It will be partly cloudy in Gauteng.

It will be cold in the Free State.

There will be thunderstorms in Mpumalanga and North West.

It will be windy in the Western Cape.



Let's do

Underline the name of the province and the kind of weather. Then cut out the weather symbols at the bottom of **the next page** and paste them onto the weather chart. Now tell your friend what the weather is in each province.



Gauteng	Western Cape	KwaZulu-Natal	Eastern Cape	North West	Mpumalanga	Free State	Northern Cape	Limpopo



Date: \_\_\_\_\_

Sight words

brown  
carry  
clean  
close



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

here	air	share	square	neigh
there	hair	hare	care	sleigh



Let's write

Join these sentences. Use each of these conjunctions once only.



and

because

so

but

They won't go to school today.

It is Saturday.

Dipuo is eight years old.

Makgomo is nine.

It is raining.

Jim will use an umbrella.

I would like to buy a bike.

I don't have enough money.



Let's write

Fill in the answers to these word sums.

Prefixes and suffixes

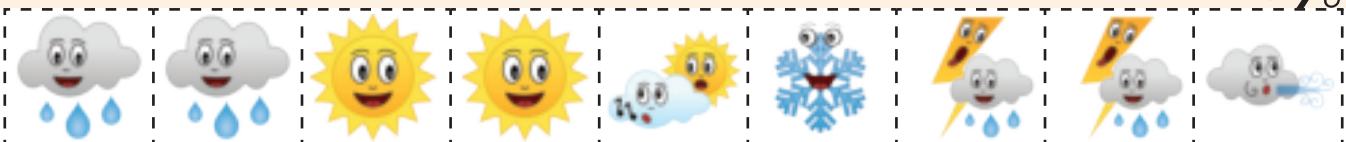
If we start a word with **un** we mean not.

**Unhappy** means **not happy**.

If we end a word with **ful** we mean full of.

So **careful** means **full of care**.

un + tidy =		un + happy =	
un + clear =		un + attractive =	
un + kind =		un + comfortable =	

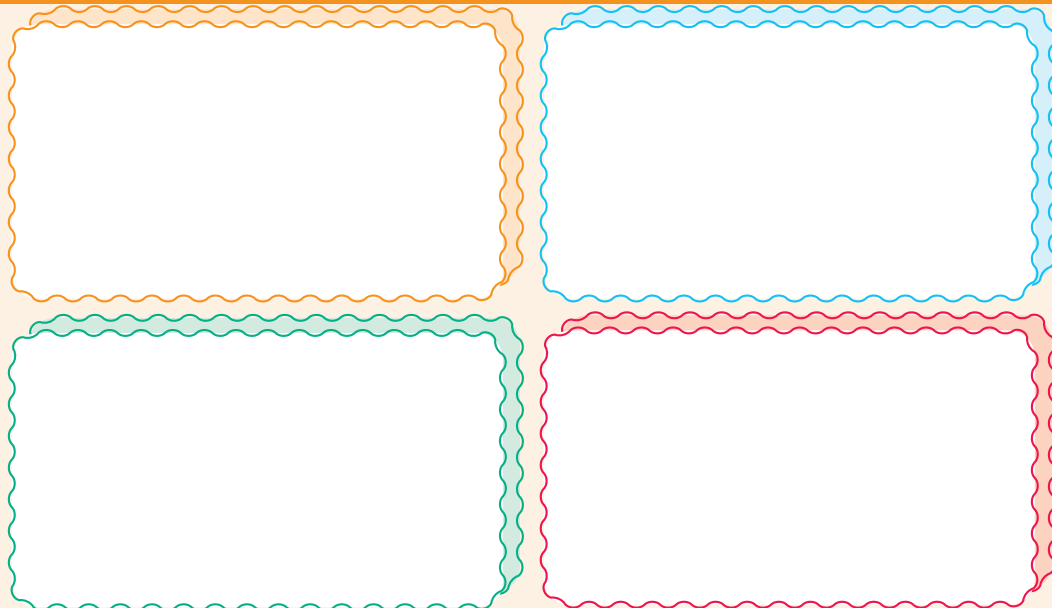




Let's do

Draw four pictures of what you did last weekend.

Talk to your friend about what you did.



Let's write

Now write down one sentence for each picture and underline the verb.

I played soccer.



Four horizontal lines for writing sentences.



Let's write

Match the present and past tenses of these verbs.

The **past tense** of a verb does not always end in **ed**. With some verbs, the **whole word changes**.

buy

bought

caught

fly

flew

fall

come

catch

eat

drove

came

ate

drink

fell

find

drive

drank





Date: \_\_\_\_\_



Let's write

Use the verbs in the table to complete the sentences. Then say if the sentence is in the present tense, the past tense or the future tense.



Choose the correct word	Fill in the correct verb (action word) in each of the sentences.	Is the sentence in the present, past or future tense?
		
buy	I will buy a sandwich for lunch.	future 
bought	Last month I _____ a new uniform.	
drove	We _____ to school by bus.	
drive	My father _____ to work at 7 o'clock.	
dug	I _____ in my garden.	
dig	Yesterday I _____ in my garden.	
sing	We _____ in class.	
sang	Yesterday the choir _____.	



Fun

Make a card to congratulate a friend who has done well at sport or in a hobby. Say what the sport or hobby is on the front of the card. Write a special message on the inside.



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Let's read

At our school, there are five new children who come from other countries.

**Bheki comes from Zimbabwe.**

Bheki loves to play soccer.  
He is the goalkeeper.



**Lee is Chinese.** She is learning to read and write in English. She has two little kittens. One day she brought them to school and they hid in the cupboard.



**Naresh is from India.** He loves to play computer games. He has many friends who play computer games with him. He goes to the computer centre every day after school.



**Peter comes from England.**  
He likes to play chess.

**Renate comes from Germany.**  
She likes to play netball.



Date: \_\_\_\_\_

Sight words

clothes  
coat  
didn't  
don't



Let's write

Fill in this table with information about each child in this story.



Name	Country	Hobby
Renate	Germany	Netball 



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.



bought	chess	lady	ladies	cent
ought	less	baby	babies	scent
fought	mess	daisy	daisies	circle



Let's write

Get to know your friend better. Write down questions that start with each of these words. Then ask your friend the questions. Write down what he or she says.

What

Where

When

Why

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Do a survey to find out what hobbies your friends enjoy most. Ask ten friends to tell you which of these five hobbies they like best. For each answer, colour in the correct block in the table. Start at the bottom of the table.



Sport	Reading	Craft work	Computers	TV

Which is the most popular hobby?
Which is the least popular hobby?



Sight words

dear  
does  
door  
dress



Word work

Break up these words to show the different sounds. Then number the words in each box in alphabetical order.

hos/pi/tal	3	Zimbabwe		after		behind	
computer	1	Germany		before		opposite	
football	2	England		during		alongside	

Date: \_\_\_\_\_

You can't form the **past tense** of these verbs by adding **ed**. The past and present tenses need different words. Verbs like these are called **irregular verbs**.



Circle the correct form of the verb.

Let's write



Yesterday he drinks/**drank** his juice at lunch time.

Yesterday Dan came/come late to the concert.

Yesterday Thandi lose/lost her book.

My whole family catch/caught flu last winter.

We make/made a cake for my last birthday.

We go/went to the zoo last weekend.

We take/took a photo of the elephant last weekend.

Yesterday I eat/ate at Jabu's house.



Fun

Find your way to the hobbies you like most.

start



soccer



athletics



gardening



drama



computers



caring for pets



reading



craft work



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Two little kittens, one stormy **night**,  
 Began to quarrel, and then to **fight**.  
 One had a mouse, the other had **not**,  
 And that's the way the quarrel got **hot**.



"I'll have that mouse," said the biggest **cat**,  
 "You'll have that mouse? We'll see about **that**!"  
 "I will have that mouse," said the eldest **son**.  
 "You won't have my mouse," said the little **one**.



Then an old woman with a **broom**,  
 Swept the two kittens right out  
 of the **room**.

The ground was covered with  
 frost and **snow**.

And the two little kittens  
 had nowhere to **go**.



They then crept in, as quiet as **mice**,  
 All wet with the snow, and cold as **ice**.  
 They knew it was better, that stormy **night**,  
 Rather to sleep than to quarrel and **fight**.

*Anonymous, adapted (Circa 1880)*

Date: \_\_\_\_\_

Sight words

early  
eight  
every  
eyes



Let's write

Read the poem aloud with your friend, then answer the questions.

What were the kittens fighting over?

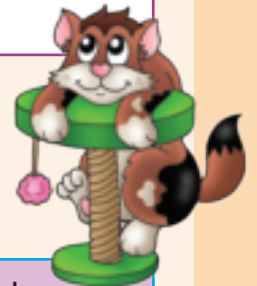
Describe the weather that night.


Why did the cats decide to stop fighting?



Word work

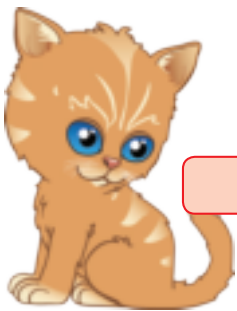
Find the rhyming words in the poem.



night	cat	broom	fight
fight 			

not	son	snow	mice

Remember



small



smaller



smallest



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Recite and role play the poem. One person must play the role of the big kitten and someone else must be the small kitten. One of you must play the role of the old lady with the broom.



Let's write

Rewrite what they are saying as direct speech.

I want that mouse.

The big kitten said, "I



I found the mouse first.



The small kitten answered, "I

Please let me go.

The little mouse begged, "



You are making a noise. Out you go!



The old lady shouted, "

Ooh, it is so cold! Let's not fight anymore.

The little kitten exclaimed, "







Let's read



123 Rose Street  
New Town  
1234

13 October 2015

Dear Min

I have now been living in **sunny** South Africa for six months. It is a **beautiful** country. The yellow sun shines every day. I live in a **small** street. My house is opposite a green park. We have three trees in our big garden. There are lots of high buildings in our town. I have **two** kittens. The **naughty little** kittens follow me wherever I go. One day they followed me to school and they sat in a **dark** cupboard meowing all day.

I have **four** friends in South Africa. They all speak good English. I wish you could visit me in this wonderful country.

Your friend,

Lee



Date: \_\_\_\_\_

Sight words

fall  
full  
fast  
fire



Let's write

Answer these questions.

How long has Lee been living in South Africa?

\_\_\_\_\_

Where does she come from?

\_\_\_\_\_

How many friends does she have in South Africa?

\_\_\_\_\_

Do you think she likes living in South Africa? Why do you think so?

\_\_\_\_\_



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

wonderful	unhappy	giant	go
beautiful	undress	giraffe	get
grateful	untidy	gem	gate



Let's write

Look at the letter again. In each sentence, there is a word that tells us more about the noun. (These words are adjectives.) Read each sentence carefully and underline the nouns (the naming words). Then circle the adjective that describes each noun.

Example: I am now living in sunny South Africa.



When you have done this, write the adjectives you circled under the correct heading in this table.

Number words	Colour words	Size words

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Describe yourself. Tick the correct box to describe your hair, eyes and height.



Hair	Brown	Eyes	Black	Height	Short
	Black		Green		Medium
	Blond		Blue		Tall
	Red		Brown		Very tall



Let's write

Fill in adjectives that describe each of these pictures.




Choose adjectives that tell us more about the highlighted nouns. Then fill the adjectives into the spaces.

old big	The <b>old</b> man rode into a _____ tree.
naughty little	The _____ boy chased the _____ dog.
delicious clever	The _____ girl baked a _____ cake.
small kind	The _____ teacher helped the _____ girl.

Date: \_\_\_\_\_



Let's write

Circle the word that best completes the sentence.



I	is	am	are	enjoying school.
You	is	am	are	a very good runner.
He	is	am	are	a good cook.
She	is	am	are	a good netball player.
It	is	am	are	a hot day.
We	is	am	are	going to the shop.
They	is	am	are	late for school.

Write a description of someone you find interesting. It could be a famous person, or a friend, or a family member.

Let's write






Fun

Spot the 3 differences. Circle what is different.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read



## Three interesting things about ELEPHANTS



They all begin with **T**:  
**Trunk, Tusk and Teeth.**

### TRUNKS

Elephants use their trunks to trumpet. They also use them to put food or water into their mouths. Some elephants are so clever they can even use their trunks to turn on a tap. But nobody told them that they must turn the tap off again.

### TUSKS

An elephant has two tusks. The tusks are made of ivory.



They grow from the elephant's upper jaw. The tusks grow throughout an elephant's life. An elephant uses its tusks to dig for water and food. Bad people kill the elephants to steal the tusks, so that they can get the ivory.

### TEETH

Elephants also have four flat teeth, called molars. They use them to grind the plants they eat. Eventually the molars get worn down, and then the elephant grows new ones. This happens about every ten years.

An elephant grows up to six sets of teeth over its lifetime. We humans only have two sets.



Date: \_\_\_\_\_

Sight words

gave  
goes  
green  
grow



Let's write

Answer these questions.

What are the three interesting things about elephants?

T \_\_\_\_\_ T \_\_\_\_\_ T \_\_\_\_\_

What do they use their trunks for?

\_\_\_\_\_

What do they use their tusks for?

\_\_\_\_\_

What do you know about their teeth?

\_\_\_\_\_



Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.



elephant

blow

note

cake

dolphin

flow

tone

make

photo

grow

phone

take



Let's write

Use these pronouns to help you complete these sentences.

your

his

her

their

my

He did \_\_\_\_\_ homework.

She took \_\_\_\_\_ book to school.

They ate \_\_\_\_\_ supper.

I ate \_\_\_\_\_ lunch.

You must do \_\_\_\_\_ homework.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

# Everything about elephants



by Eli Smith

## Table of contents

- 1 What do elephants look like?.....4
- 2 What do they eat?.....10
- 3 How do elephants communicate?.....11
- 4 Elephant families.....15



Let's write

Answer these questions.

What is the title of the book?

Who is the author of the book?

What are the four sections mentioned in the contents?

1

2

3

4



Date: \_\_\_\_\_



Let's write

Write five sentences saying whether you would like to read the book. Say why or why not.

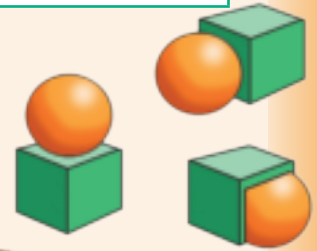
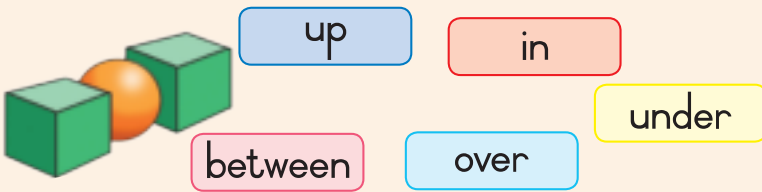


Five horizontal lines for writing sentences.



Let's write

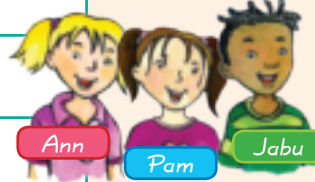
These words are all prepositions. They tell us about place. Fill them into the correct places in these sentences.



The kittens hid \_\_\_\_\_ the cupboard.

The puppy sat \_\_\_\_\_ the table.

Pam sat \_\_\_\_\_ Ann and Jabu.



The elephant walked \_\_\_\_\_ the hill.



We drove \_\_\_\_\_ the bridge to the park.



**Tongue twister:** Read this as fast as you can.



She sells sea shells on the sea shore. The sea shells that she sells are sea shells I am sure.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Our bus stopped at the elephant park. The grade 3 learners went to look at the elephants. African elephants are the biggest land animals on earth. Elephants have very big brains for an animal, so they are very clever animals. We looked at this pamphlet.

**How old do they get?**

They can live up to 70 years.

**How tall are they?**

African elephants can be as tall as 4 metres.

**Are they family animals?**

Yes. Family comes first. They look after their babies. They even adopt orphan elephants that don't have any one to look after them.



Date: \_\_\_\_\_

Sight words

happy  
hard  
head  
hear



Let's write

Write four sentences about what you have learned about elephants.



---

---

---

---

---



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

gem	magic	engine	giant
gym	ginger	imagine	gent
gel	angel	legend	gentle



Let's do

Label this drawing of an elephant.

mouth

tail

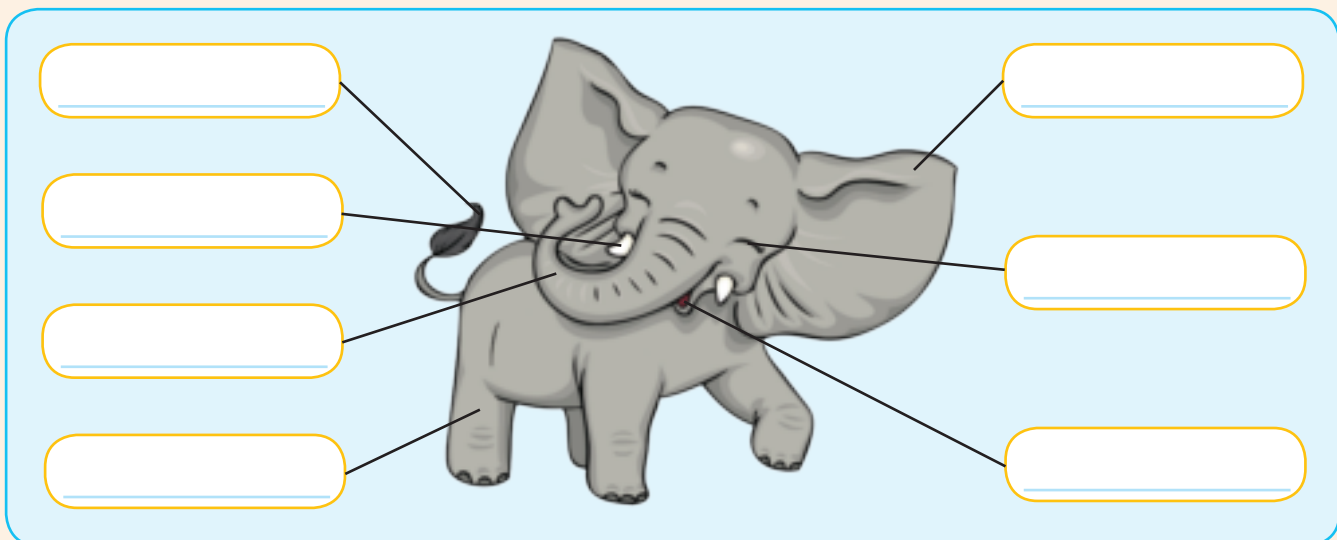
tusk

trunk

ear

eye

leg



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

Interview your friend about elephants.

Ask questions based on what you have read about elephants.



Let's do



Let's write

Circle the correct word in each of these sentences.

I **eight**/**ate** an apple.

You must **grate**/**great** the cheese.

We will **read**/**reed** a book about elephants.

Elephants have **four**/**for** molar teeth.

The old mother elephant is now very **week**/**weak**.

The dog hurt its **paw**/**pour**.

Did you **see**/**sea** the elephants?



Rewrite what they are saying as direct speech. Use speech marks.

Let's write



Did you enjoy the elephant park?

Thandi asked, "Did you



Yes, it was very good.



Jim replied, "



It was good to read the book about elephants.

Thandi said, "



Last year I saw many elephants at the Addo Elephant Park.

Jim said, "

Date:

# Elephant talk (continued)

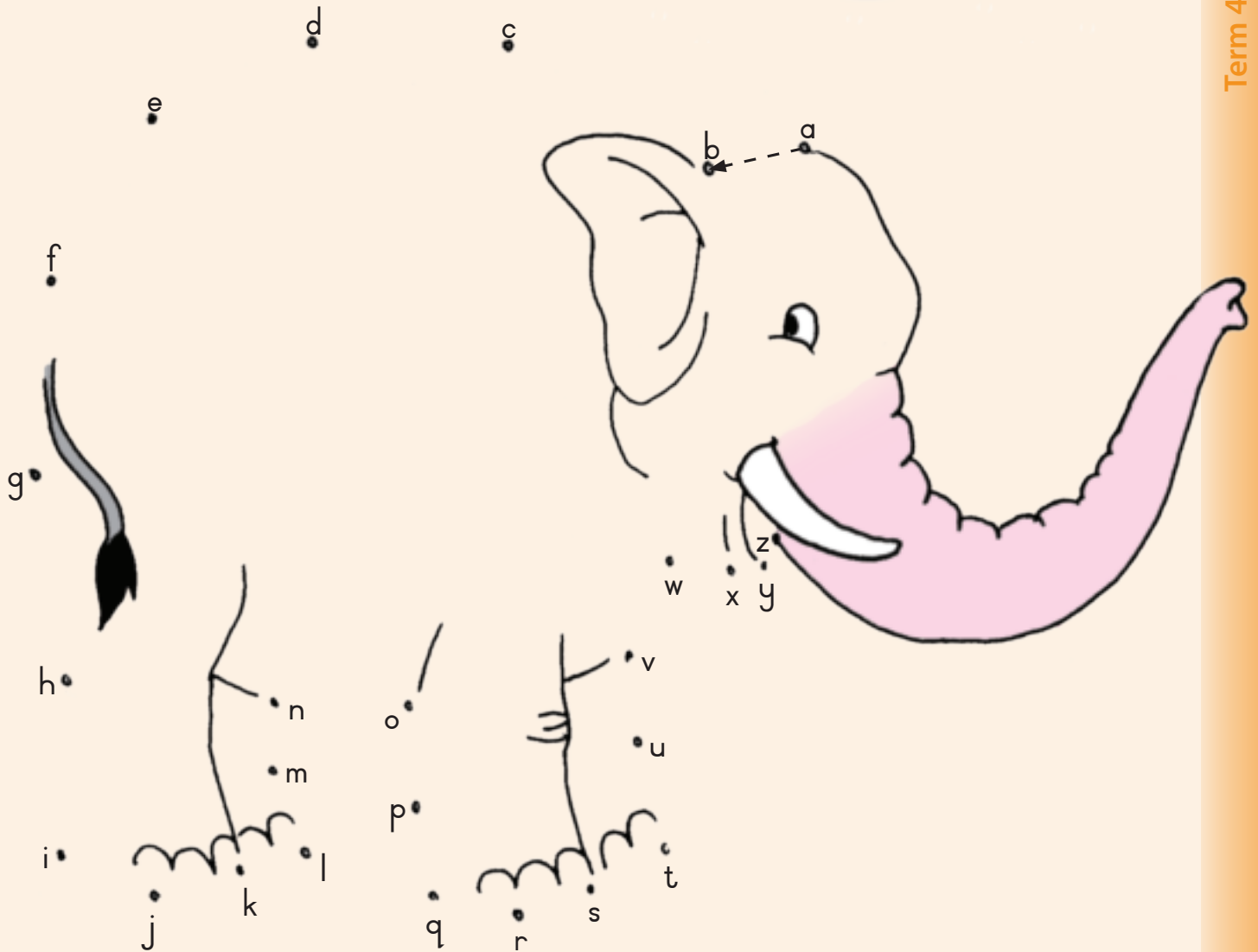


Fun

Follow the alphabet to join the dots.



Term 4 – Week 3–4



## Remember



hot



hotter



hottest

TEACHER: Sign

Date



Let's speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.



## My story planner

The characters and the setting.



Who is in your story?

Where does the story happen?

When does the story happen?

The beginning

What happens at the start of the story?

The middle

What happens in the middle of the story?

The end

How does the story end?



Fun

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the author. Draw a picture on the cover. Now write your story in the book.

BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

Four horizontal blue lines for writing.

Continue with your story here.

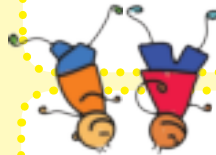


Draw picture here.

7

Four horizontal blue lines for writing.

Write the middle of your story here.



Draw picture here.

Step 2: Fold on the dotted line

Step 3: Staple on this side



Draw picture here.

Start writing your story here.



2

Draw picture here.

Finish your story.



7

3

Continue with your story here.



Draw picture here.

9

Write what happens at the end of your story.



Draw picture here.

**113 Special Teacher's Day** 102

Reads text about Teacher's Day.  
Reads a poem about a teacher.  
Answers questions based on the poem.  
Identifies prefixes and suffixes.  
Sorts words into alphabetical order.  
Uses apostrophe correctly.  
Reads tongue twister.

**114 Thank you teacher** 104

Writes a thank you card for teacher.  
Joins sentences and identifies the verbs.  
Underlines adverbs of time.  
Uses the apostrophe to show possession.  
Identifies silent letters.  
Designs a Teacher's Day poster.

**115 Spotty Ann** 106

Reads a letter to teacher from Ann.  
Answers multiple choice questions based on the letter.  
Identifies synonyms.  
Recalls sequence of events.

**116 Get well, Ann** 108

Writes a diary entry about a time they were sick.  
Uses prefixes and suffixes to complete words.  
Writes sentences using prefixes and suffixes.  
Writes a letter to Ann wishing her a speedy recovery and giving some school news.

**117 A wonderful day ... a horrible day** 110

Reads two descriptions of the same event.  
Plans the writing of diary entries.  
Uses a mind map to plan the diary entries.  
Writes diary entries using the mind map.

**118 Where we went** 112

Addresses and writes a postcard to a friend.  
Joins the sentences using conjunctions.

Matches the singular and plural words.  
Uses the apostrophe appropriately.  
Finds and circles the picture that does not fit into the group.

**119 We go to the game** 114

Predicts the story from the title and pictures.  
Writes dialogue to match the pictures.  
Answer questions based on the picture story.  
Draws the hands on each clock to show what time an action happened.

**120 About the game** 116

Use the pictures to write a story about the children's trip.  
Labels the pictures.  
Forms compound words.

**121 Thembi the firefighter** 118

Reads a radio interview a firefighter.  
Role plays the interview.  
Answers multiple choice questions based on the interview.  
Writes a paragraph about their future occupation.

**122 What I want to be** 120

Conducts an interview with a friend and writes answers to the questions.  
Matches the correct prefixes to words.  
Writes sentences using prefixes.  
Completes the degrees of comparison.  
Matches the similes to the pictures.  
Makes up a simile.

**123 The ant and the grasshopper** 122

Reads story about Gerry the grasshopper and the ant.  
Answers questions based on the text.

**124 Grasshopper chirps** 124

Labels a drawing.  
Rewrites sentences using direct speech.  
Finds words in the word search.

**125 All over the world we celebrate** 126

Reads text about different celebrations.  
Completes a table on ideas for presents.  
Conducts a survey about holidays and tabulates results.

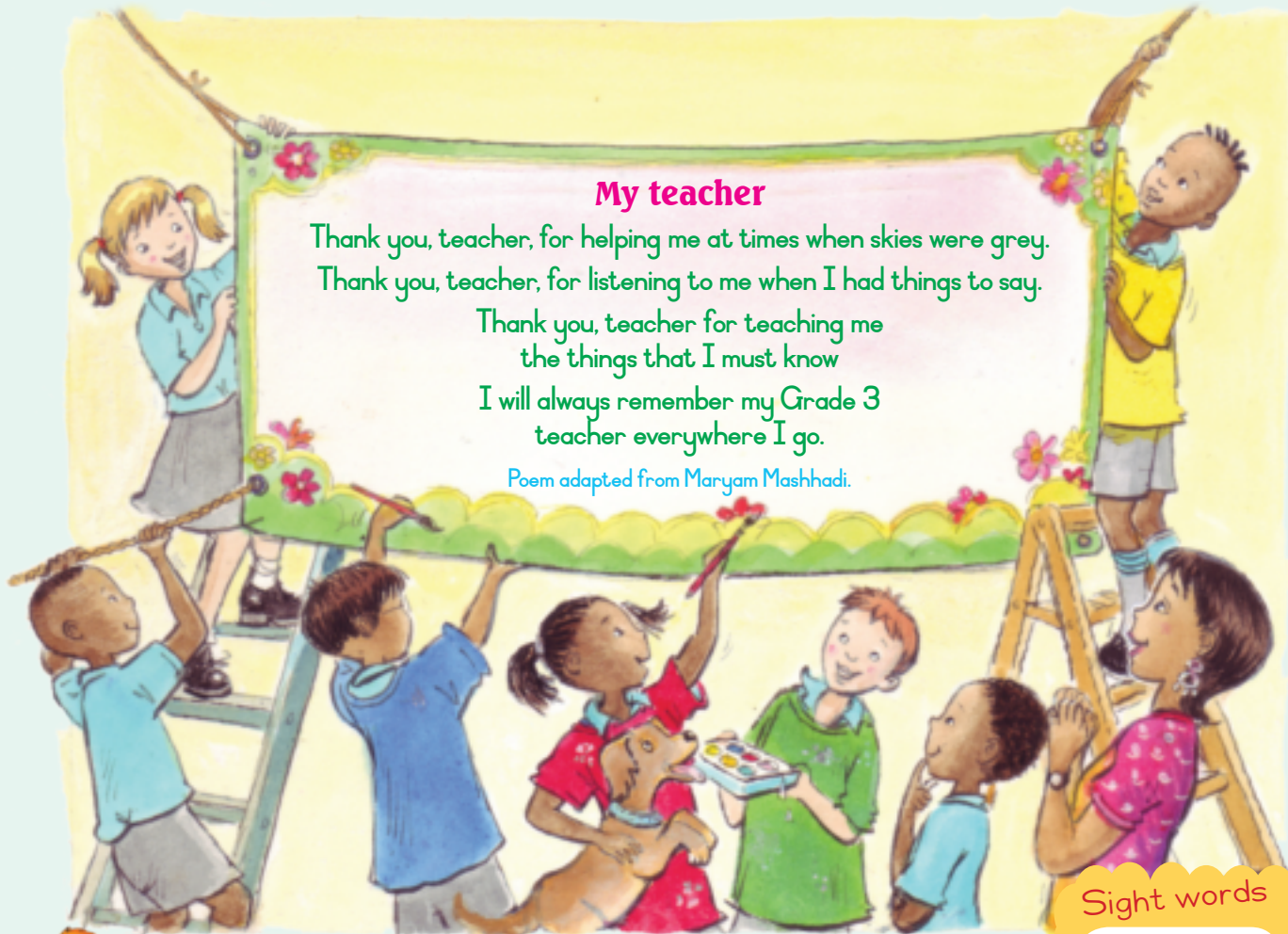
Certificate 130





Let's read

Teachers' Day is on 8 October. On this day, we write letters and cards to say thank you to our teachers. Some children even write poems for their teachers. Look at this poem written by a school girl.



### My teacher

Thank you, teacher, for helping me at times when skies were grey.  
Thank you, teacher, for listening to me when I had things to say.

Thank you, teacher for teaching me  
the things that I must know  
I will always remember my Grade 3  
teacher everywhere I go.

Poem adapted from Maryam Mashhadi.



Let's write

Read the poem, then answer the questions.

Sight words

hear  
year  
early  
ear

What three things does the girl thank her teacher for?  
Underline them in the poem and then write them down.

1

2

3

Date: \_\_\_\_\_

How does the school girl feel when skies are grey? ✓

a Happy

b Unhappy

Look at the poem again. Find, and then fill in, words that rhyme with

grey

know



Word work

Say these words aloud. Circle the prefixes and the suffixes. Then number the words in alphabetical order.



care/ful	2	unkind		goodness		redo	
wonderful	3	unhappy		weakness		rewrite	
beautiful	1	untidy		careless		refund	



Let's write

Show who owns these by filling in the apostrophes. Then fill in the name of the owner and what he or she owns.

This is Sam's book.	Sam	Book
My mother's bag is broken.		
The dog's tail is wagging		
Sara's tooth hurt.		
My teacher's car is red.		
He took Jabu's ball.		

**Tongue twister:** Read this as fast as you can.



Betty bought a bit of bitter butter. Then she bought a bit of better butter to make the bitter butter better.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Write a special thank you card for your teacher.



THANK YOU,  
TEACHER



A large sheet of lined paper with a blue pencil pointing to it.



Let's write

Underline the verbs or action words in the blue box and the nouns in the green box. Then draw a line to join the two parts of the sentence.

Subject

The green frog

My little sister

The old man

My friend Jane

The brown dog

The naughty children

Find the verb

were playing with a ball.

ate a fly.

ate a bone.

was driving his car.

wore a pretty dress.

sat next to me at school.




Date: \_\_\_\_\_



Let's write

Underline the words that tell you when things happen.

About time  
When do we use the prepositions *at* and *on*?  
We use  
*at* for a particular time  
*on* for days and dates



School starts <u>at 8 am.</u> 
School ends at 2 pm.
Ann went home at midday.
We go to bed at 8 o'clock.

Do you go to school on Saturdays?
Her birthday is on 20 November.
Where will you be on New Year's Day?



Let's write

When more than one subject owns something, we put the apostrophe after the *s*. Fill in the apostrophes in these sentences.


The boys' books. 	
The girls' pens	

The dogs' food.
The teachers' cars.



Let's write

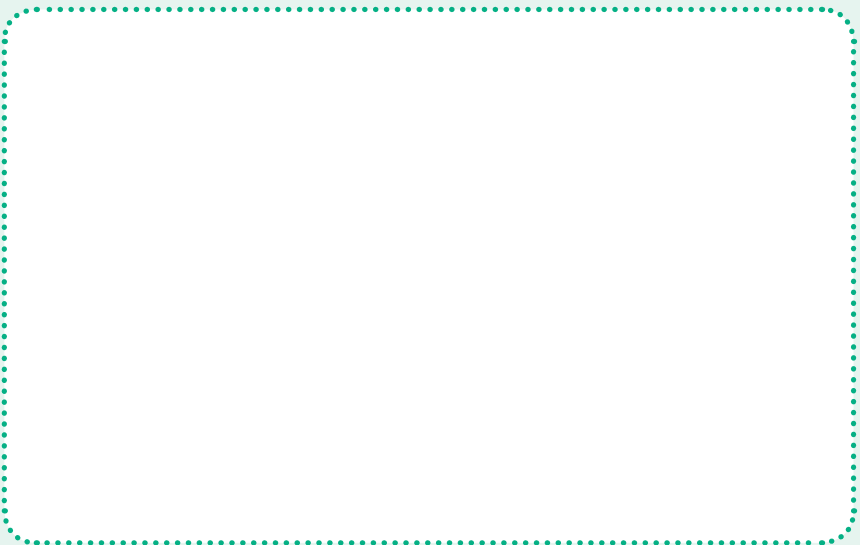
Say these words, then circle the silent letters.

<u>h</u> our 	write	school	spaghetti
thumb	wrong	knob	scissors
crumb	chemist	ghost	Wednesday



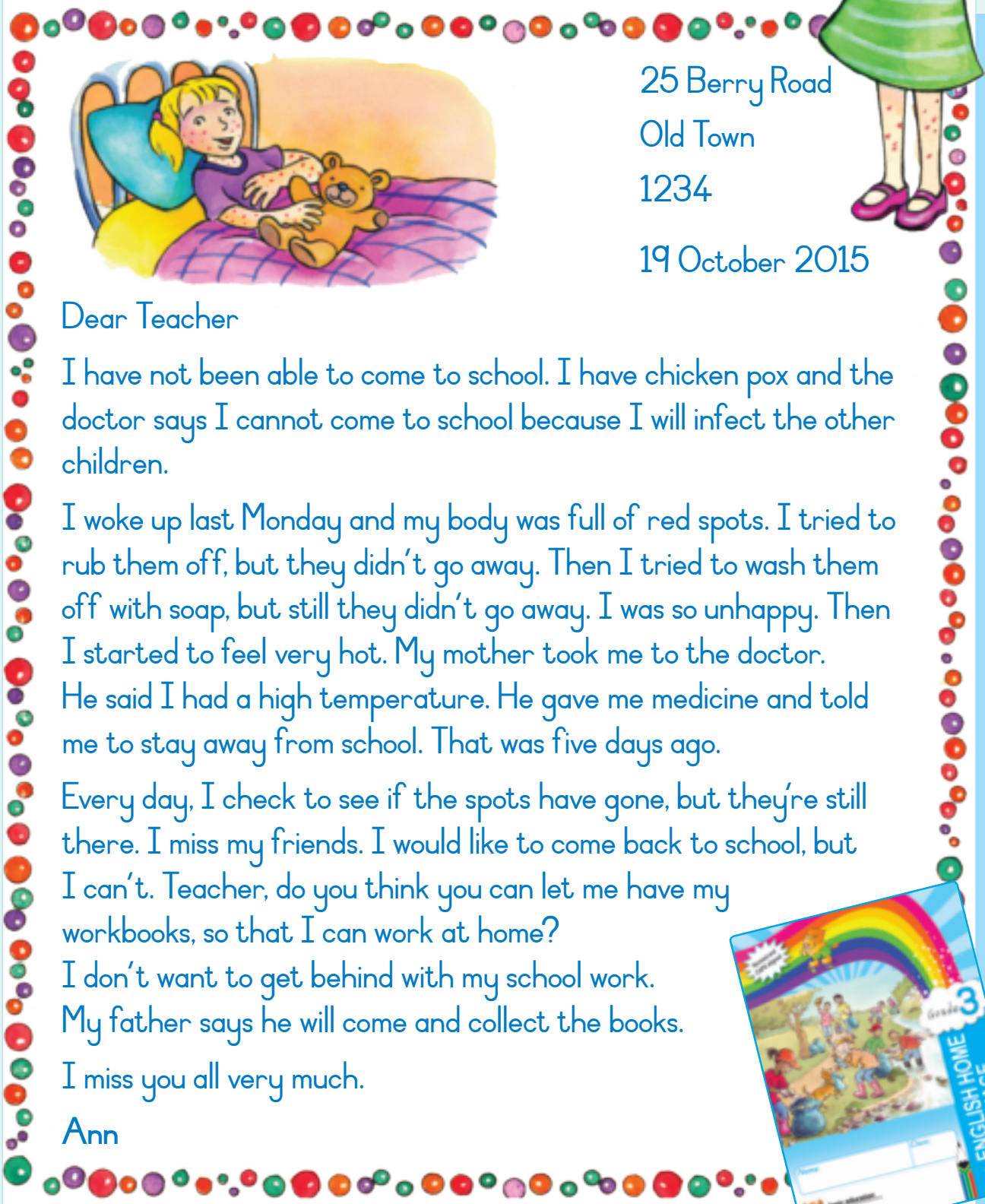
Fun

Look again at the poem to "My teacher." Now work with your friend and make a poster to advertise Teachers' Day. Say why teachers are important to children. Say what children can do to say thank you to their teachers.





Let's read



25 Berry Road

Old Town

1234

19 October 2015

Dear Teacher

I have not been able to come to school. I have chicken pox and the doctor says I cannot come to school because I will infect the other children.

I woke up last Monday and my body was full of red spots. I tried to rub them off, but they didn't go away. Then I tried to wash them off with soap, but still they didn't go away. I was so unhappy. Then I started to feel very hot. My mother took me to the doctor. He said I had a high temperature. He gave me medicine and told me to stay away from school. That was five days ago.

Every day, I check to see if the spots have gone, but they're still there. I miss my friends. I would like to come back to school, but I can't. Teacher, do you think you can let me have my workbooks, so that I can work at home?

I don't want to get behind with my school work.

My father says he will come and collect the books.

I miss you all very much.

Ann



Date: \_\_\_\_\_



Let's write

After you have read the letter, answer these questions. Circle the letter of the correct answer.

What is the main purpose of Ann's letter?	
A	To tell the teacher she had chicken pox.
B	To say she went to the doctor.
C	To ask for her workbooks.
D	To tell her teacher what the doctor said.

How long has Ann been away from school?	
A	2 days
B	5 days
C	7 days
D	10 days

What was the first thing that made Ann think something was wrong?	
A	She saw she was full of spots.
B	The doctor told her she had chicken pox.
C	She had a temperature.
D	Her mother took her to the doctor.



Let's write

Look carefully at the letter and find words that mean the same as these words (synonyms).

pass on the sickness (paragraph 1)	
not happy (paragraph 2)	
very hot (paragraph 2)	
fetch (paragraph 3)	

Sight words

help  
hold  
hope  
jump



Let's write

Put these sentences in the correct order. Number them from one to four.

	I went to the doctor.
	I tried to wash them off.
	I had a high temperature.
	I woke up and saw that I was covered in red spots.



Let's do

Write a diary entry about a time you were sick. Say how you felt, what medicine you took and who cared for you.



Dear Diary



Date \_\_\_\_\_

---

---

---

---

---

---

---

---


---

---



Let's write

Do these word sums.

un + happy =	unhappy 
un + tidy =	
un + kind =	

**Prefixes and suffixes**  
 If we start a word with **un** we mean not.  
 Unhappy means **not** happy.  
 If we end a word with **ful** we mean full of.  
 So careful means **full of** care.

wonder + ful =	
colour + ful =	
tear + ful =	

Write a sentence using an **-un** word and another sentence using a **-ful** word.

---

---

Date:



Let's write

Pretend that you are Ann's friend. Write a letter to tell her that you hope she gets well soon. Give her some school news.



\_\_\_\_\_

Fill in house number and street.

\_\_\_\_\_

Fill in the name of the village or suburb.

\_\_\_\_\_

Fill in the postal code.

\_\_\_\_\_

Fill in the date.

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From \_\_\_\_\_

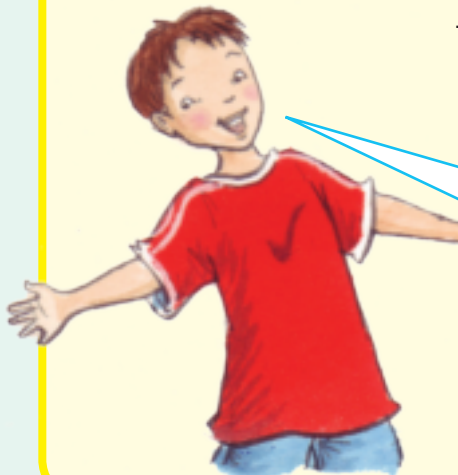
TEACHER: Sign

Date



Let's read

Sam and his sister Sara went on an outing with their family. Sam enjoyed the outing, but Sara did not.



That was a wonderful day!  
I really hope we can go there again.

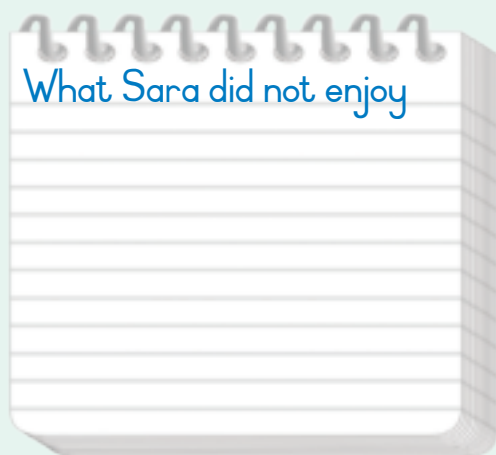
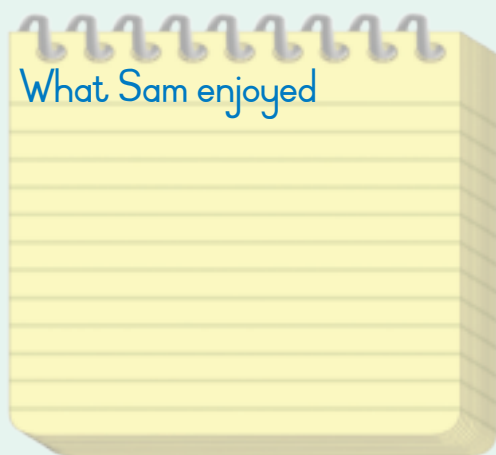
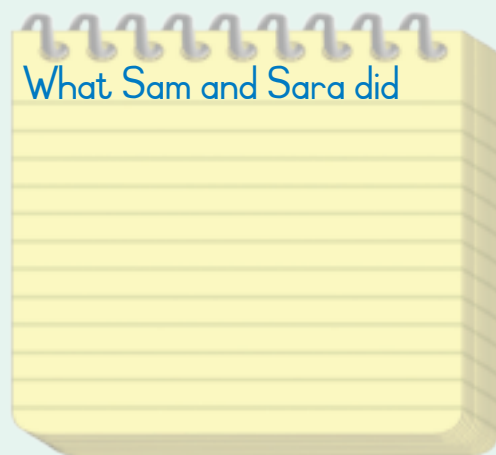
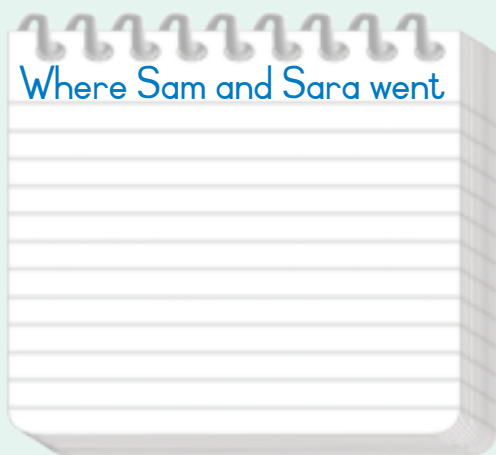


What a horrible day!  
Apart from lunch, I can't think of one single thing I enjoyed.



Let's do

You are going to write diary entries for Sam and Sara. But first, in your group, design a mind map that will help you to write their diary entries. Talk about why the two children who went to the same place felt so differently about the visit. You must make up the information to complete the mind map.



Date: \_\_\_\_\_



Word work

Read these words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

right	caught	rough	square	freight
might	taught	tough	care	weight
light	naughty	enough	beware	eight




Let's write

Now write diary entries for Sam and Sara for that day. Use your mind map to help you.



Sam's diary

Dear Diary  Date \_\_\_\_\_

Today I had the most wonderful day of my life. We went


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sara's diary



Dear Diary  Date \_\_\_\_\_

Today I had the most horrible day of my life. We went

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Pretend that you are Sam or Sara. Send a postcard to your friend saying what you did when you went out, why you enjoyed or why you did not enjoy it. Address the card to your friend.

<p>Dear</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>From</p>	 <hr/> <p>Your friend's name.</p> <hr/> <p>House number and name of street.</p> <hr/> <p>Suburb/City/country</p> <hr/> <p>Postal code</p>
---	--



Let's write

Join these two sentences. You can only use each of these words once.

and

because

but

We went to a very nice place.

I did not enjoy myself.

I went with my parents.

I went with my brother.

I did not want to go.

I wanted to go to my friend's party.

Date: \_\_\_\_\_



Let's write

Match these singular words with their plural partners.

Match the singular words with their plural partners. The words are arranged in a circular pattern:

- dress (with a pencil pointing to it)
- dresses
- match
- fox
- boxes
- dishes
- bunch
- foxes
- wish
- box
- dish
- matches
- bunches
- wishes

We add an **s** to most nouns when we want to make them plural.  
We add **es** to nouns that end in **s**, **x**, **sh** or **ch**.



Let's write

Decide whether there is one owner or more. Then fill in the apostrophe in the correct space.

Remember, if there is **one owner**, the apostrophe comes **before the s**.  
If there are **more owners**, it comes **after the s**.

Fill in apostrophe
The trees' leaves.
The flowers petals.
The boys jacket.
The bees wings.
The girls books.
The clowns nose.

Fill in how many
more than 1



Fun

Find and circle the odd one out. Then write the name of each group.

- sport
- transport
- jobs

	_____
	_____
	_____



Let's speak

Look at the pictures and talk to your friend about what is happening.



1



2



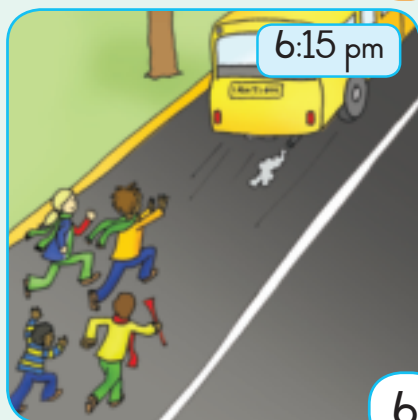
3



4



5



6



Let's write

Talk about how the children felt in each picture. What do you think they said in each picture? Now fill in the correct picture number to show when the children said these things.

Oh, no! There goes our bus! We missed the last bus!	
Oh, no! Look how long this queue is! Will we ever get into the stadium?	
I must wear a scarf because it is cold.	
Hi, Jim. It's already two-thirty. We must hurry!	
Wow, our team is winning!	
Let's get into this queue for the bus.	

Date: \_\_\_\_\_



Let's write

Where did the children go?	
In how many queues did they have to wait?	
How long were they in the second queue?	
What did they do at 4:30?	
What happened at 6:15?	



Word work

Read these words and listen to the sounds. Remember, the **k** is silent. Then use 5 words to write sentences of your own in your exercise book.

city	giant	grow	know	knock
circle	giraffe	grab	knee	knit
centre	gem	go	knob	knew

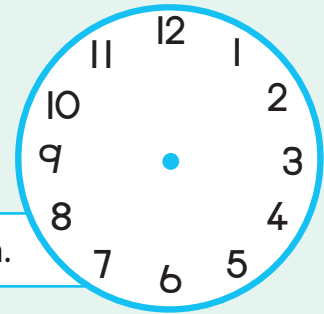
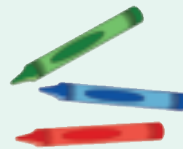
Sight words

letter  
love  
because  
money

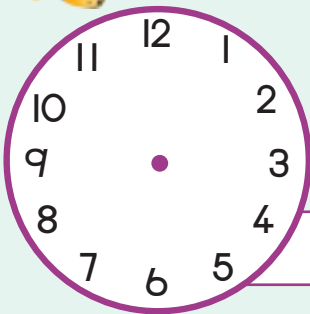


Let's do

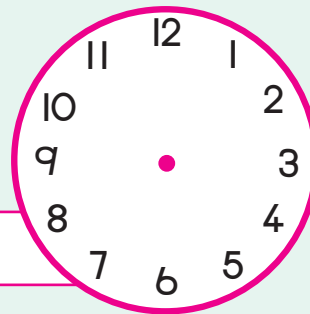
Fill in the hands on each clock to show what time the action happened.



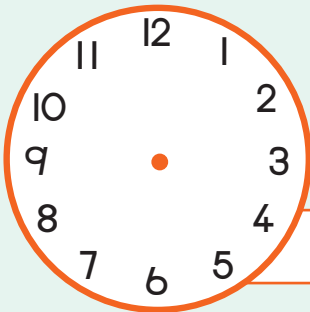
They stood in the queue at the stadium.



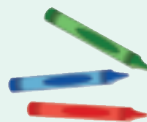
The boy put on his scarf.



They missed the bus.



He met his friends.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Use the pictures to help you write the story about the children's trip to the soccer game. End your story by saying what happened after 6:15 pm.



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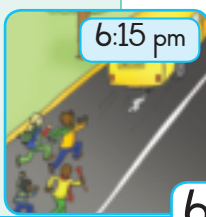
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Date: \_\_\_\_\_



Fun

Label each picture. Now join the words to form one word.

This kind of word, which is made up of two words, is called a compound word.



foot

+



ball

=

football



+



=



+



=



+



=



+



=



+



=



long



longer



longest

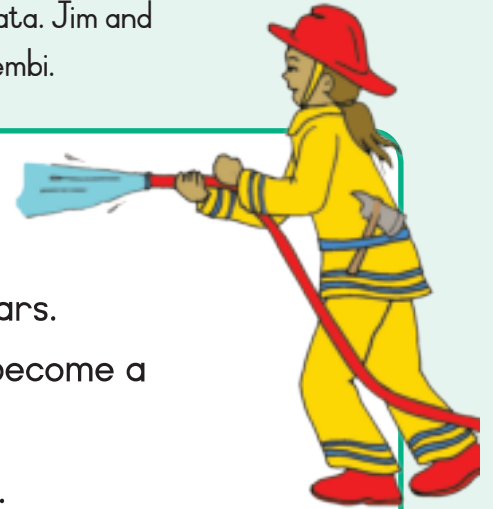
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

Thembi is a firefighter. She works in Umtata. Jim and Thandi listen to a radio interview with Thembi.



**Interviewer:** How long have you been a firefighter, Thembi?

**Thembi:** A long time. For five years.

**Interviewer:** Why did you decide to become a firefighter?

**Thembi:** I wanted to help people.

**Interviewer:** How did you learn to do this job?

**Thembi:** I went to firefighting school. I learned how to put out fires, and how to use an axe and a hose. I also learned first aid.

**Interviewer:** Do you have to be fit and strong for this job?

**Thembi:** Yes, you must be very fit. I keep fit by jogging for one hour every day. I also go to the gym every day.

**Interviewer:** Do you get scared when you are fighting a fire?

**Thembi:** No, never. I'm too busy thinking about the fire and how to put it out.

**Interviewer:** Do you ever save animals?

**Thembi:** Yes, last week I saved a dog. It was hiding under a bed. Pets hide because they are scared of fires. It's hard for us to find them.



Let's do

Read the interview with your friend. One of you must be the interviewer, and the other must be Thembi.



Let's write

Answer these questions.

What is the main purpose of this radio interview?

- |   |   |
|---|---|
| A | To tell people how to prevent fires.              |
| B | To encourage people to become firefighters.       |
| C | To give listeners information about firefighters. |
| D | To tell people how famous Thembi is.              |

Why is Thembi not afraid when she puts out a fire?

- |   |                                       |
|---|---------------------------------------|
| A | She has special equipment.            |
| B | She is fit and strong.                |
| C | She knows how to fight fires.         |
| D | She is too busy putting out the fire. |



Let's write

Write about what you want to be when you grow up. Say why you want to do this work.


What do pets do when there is a fire?

- |   |   |
|---|---|
| A | They hide because they are scared.          |
| B | They run out.                               |
| C | They look for a way out.                    |
| D | They bark loudly so that you can find them. |

How does she stay fit?

- |   |                               |
|---|-------------------------------|
| A | She goes to the gym.          |
| B | She jogs.                     |
| C | She jogs and goes to the gym. |
| D | She is naturally strong.      |



# What I want to be

Term 4 – Week 7–8



Let's do

Pretend that you are already doing the work you want to do one day. Do this exercise with your friend and take turns to interview one another.



How long have you been a \_\_\_\_\_ ?

What made you decide to become a \_\_\_\_\_ ?

What do you like about this job?

Do you remember what **un** means at the start of a word? It means *not*. When we add **re** to a word, it means *again*.



Let's write

Do these word sums.

un + sure =

unsure



un + fair =

un + done =

re + try =

re + fill =

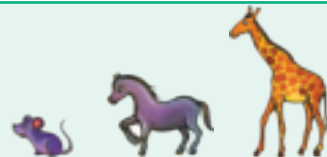
re + write =

Make a sentence using an **un-** word and another sentence using a **re-** word.




Let's write

Fill in the missing words.



tall		tallest
	stronger	
long		longest

Date: \_\_\_\_\_



Fun

Draw a line from the simile to the animal.



kitten



peacock



ox



lion



tortoise



mouse



giraffe

- 1 As heavy as an elephant.
- 2 As brave as a \_\_\_\_\_
- 3 As busy as a \_\_\_\_\_
- 4 As slow as a \_\_\_\_\_
- 5 As free as a \_\_\_\_\_
- 6 As gentle as a \_\_\_\_\_
- 7 As hungry as a \_\_\_\_\_
- 8 As proud as a \_\_\_\_\_
- 9 As sly as a \_\_\_\_\_
- 10 As tall as a \_\_\_\_\_
- 11 As weak as a \_\_\_\_\_
- 12 As wise as an \_\_\_\_\_
- 13 As strong as an \_\_\_\_\_
- 14 As quiet as a \_\_\_\_\_

We often describe something by saying it is like something else. For example, if someone is very busy, we might say, "she is as busy as a bee." This is called a simile. We often use animals in similes.



elephant



lamb



wolf



bee



bird



owl



fox

Now make up your own similes. Write them down here.

1 elephant 2 lion 3 bee 4 tortoise 5 bird 6 lamb 7 wolf 8 peacock 9 fox 10 giraffe 11 kitten 12 owl 13 ox 14 mouse



Let's read

Jim and Thandi go to the library again. Today they take out a book about insects. Let's see what the book is about.

It was a warm, sunny day and the little ants were busy collecting mealies and other food to put away for winter.



Gerry the grasshopper was singing and chirping and hopping about. He was having a wonderful time. He watched the trail of ants gathering and storing grain for the winter.



**Gerry:** Why don't you stop working and come and sing and dance with me?

**Ant:** Oh no, we're too busy. The winter is coming and we must store food for the cold days.

**Gerry:** Oh, nonsense. I can't be bothered yet. Winter is still a long time off and there is plenty of food.



So Gerry the grasshopper continued to dance and sing and chirp, and the ants continued to work.



Then the winter came. Gerry the grasshopper had no food. He was feeling very, very hungry. He went to the ants' house.

**Gerry:** Please can I have something to eat. I'm starving. Don't you have some food for me?

The ant gave him a few pieces of food.

**Ant:** You danced all summer, but you didn't store any food for the winter. There is a time to work and a time to play.



Date: \_\_\_\_\_

The next summer the grasshopper worked hard collecting and storing food for the winter. He had learned a lesson and he did not want to be hungry again.



Let's write

Answer the questions.

Why is it better for the grasshopper to collect his own food?

What would have happened to the grasshopper if the ants had not given him food when he was hungry?

Do you think the ants were right to give him food? Why?

How did the grasshopper change?

Write a good name for this story.

Find four verbs (action words) in this story.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Word work

Read the words and notice how the **g** sounds like **j**. Then use 5 words to write sentences of your own in your exercise book.

gem	magic	engine	giant
Gerry	ginger	imagine	gent
gel	logic	legend	gentle

Sight words

order  
pair  
part  
round

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Read the description of the grasshopper's body, then fill in the correct labels in the picture.

**Walking legs** – four short front legs that are used for walking.

**Feelers** – two feelers on its head that it uses for touching and smelling.

**Thorax** – the middle part of the grasshopper's body, where the legs and wings are attached.

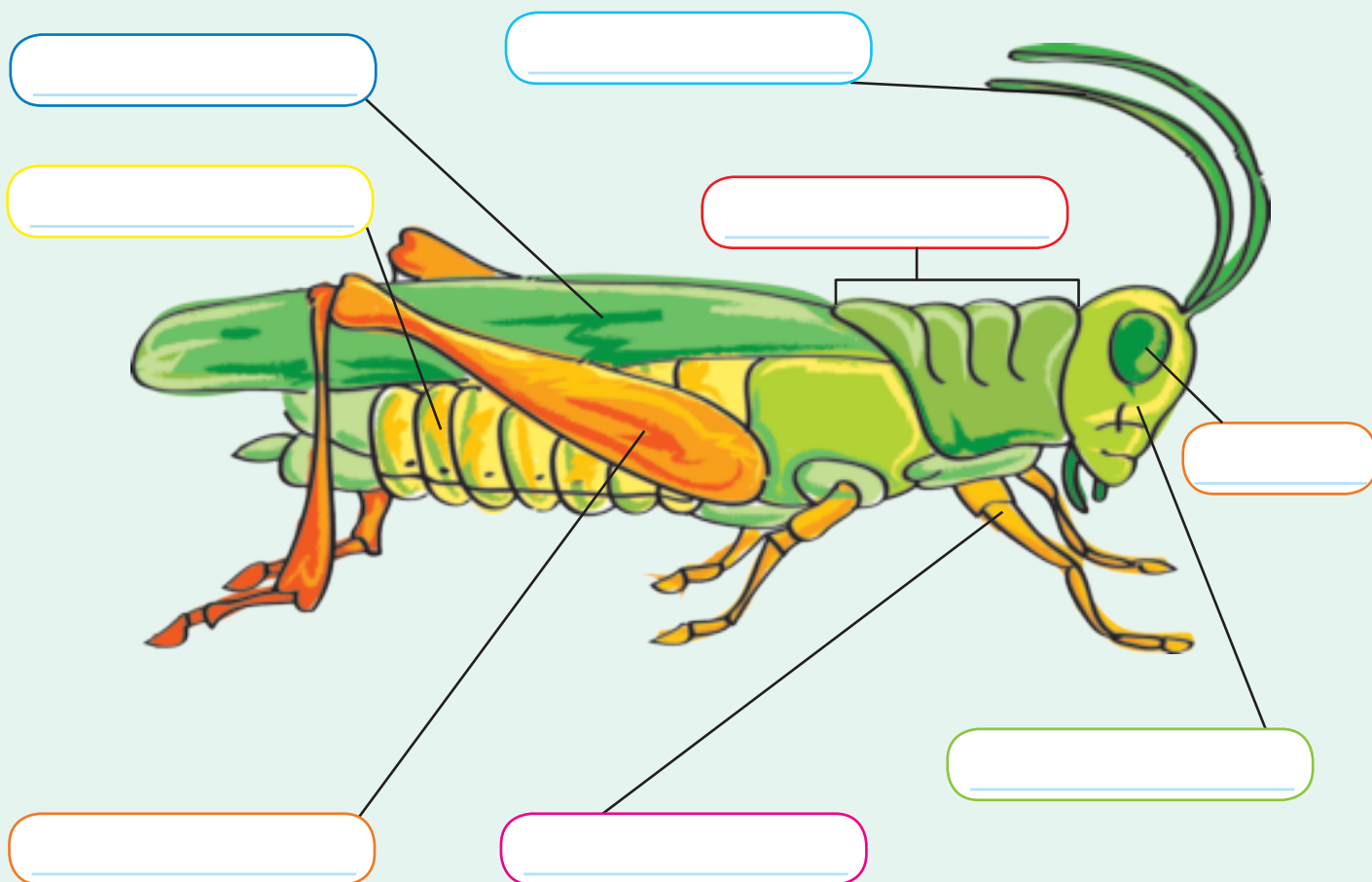
**Abdomen** – the tail part of the grasshopper. It has holes along the segments for breathing.

**Wings** – grasshoppers have two long wings, used for flying.

**Eyes** – two eyes made up of many smaller eyes.

**Head** – in the front of its body.

**Jumping legs** – the back legs are bigger and stronger to help it jump.



Date: \_\_\_\_\_



Let's write

Rewrite what they are saying as direct speech. Use speech marks.



You are so boring, come and play.

The grasshopper said, "You \_\_\_\_\_"

You must collect food for the winter.

The little ant answered, " \_\_\_\_\_"



Let's dance.

The grasshopper said, " \_\_\_\_\_"

Please give me some food.

The grasshopper begged, " \_\_\_\_\_"



Fun

Find and circle these words in the grid.

ready

- ought
- we
- through
- high
- grasshopper
- phone
- tough
- rough
- it
- she
- he
- runs

x	v	o	x	r	e	a	d	y	z	x	z
o	s	t	x	u	a	o	n	z	x	z	x
u	z	w	x	n	q	z	x	q	w	z	x
g	r	a	s	s	h	o	p	p	e	r	z
h	z	z	q	r	i	t	r	h	q	o	w
t	h	r	o	u	g	h	q	o	z	u	z
z	x	v	q	w	h	w	x	n	x	g	e
t	o	u	g	h	x	s	h	e	q	h	e



Let's read

All over the world we have holidays and celebrations.

We are now at the end of Grade 3. We are looking forward to going to Grade 4. We all look forward to our own special celebrations.



At Christmas time we get presents. We also give presents to our friends and to our family. We have a Christmas tree in our house. We put the presents under the tree. We decorate the tree and put a star at the top. At Christmas time we eat lots of good food.

We can't wait for Diwali. This is the time we get lots of sweets and lots of presents. We pack delicious sweets and cakes in boxes and we give them to people who visit us. We light small lamps and we put them around the house. We decorate our house and make it look beautiful.



Soon it will be Hanukkah. We will have lots of good food to eat. We like to eat pancakes and donuts. We also like to get presents. Our cousins will come to visit us. We will all help to make the food and we light candles in our house.

Date: \_\_\_\_\_

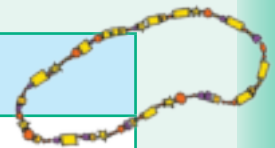
Soon it will be Eid. I hope we get nice presents. We give our friends presents too. We will also have lots of cakes and sweets to eat. We know that it is Eid from the shape of the moon. It is on a different date each year.



Let's write

What presents can you make to give to family and friends?

Who will you give the present to?	What can you make?



Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

ought	rough	stair	where
bought	tough	hair	there
taught	enough	pair	here

Sight words

second  
third  
those  
thought



Let's write

Try to find out the following information about these holidays.

Holiday	What date will it be on?	Do you know anyone who will celebrate this holiday?
Christmas		
Diwali		
Eid		
Hanukkah		

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_







**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY**  
should touch  
your private  
parts.

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

**Child Line: 0800 05 55 55**

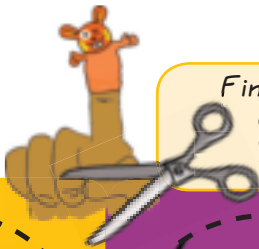
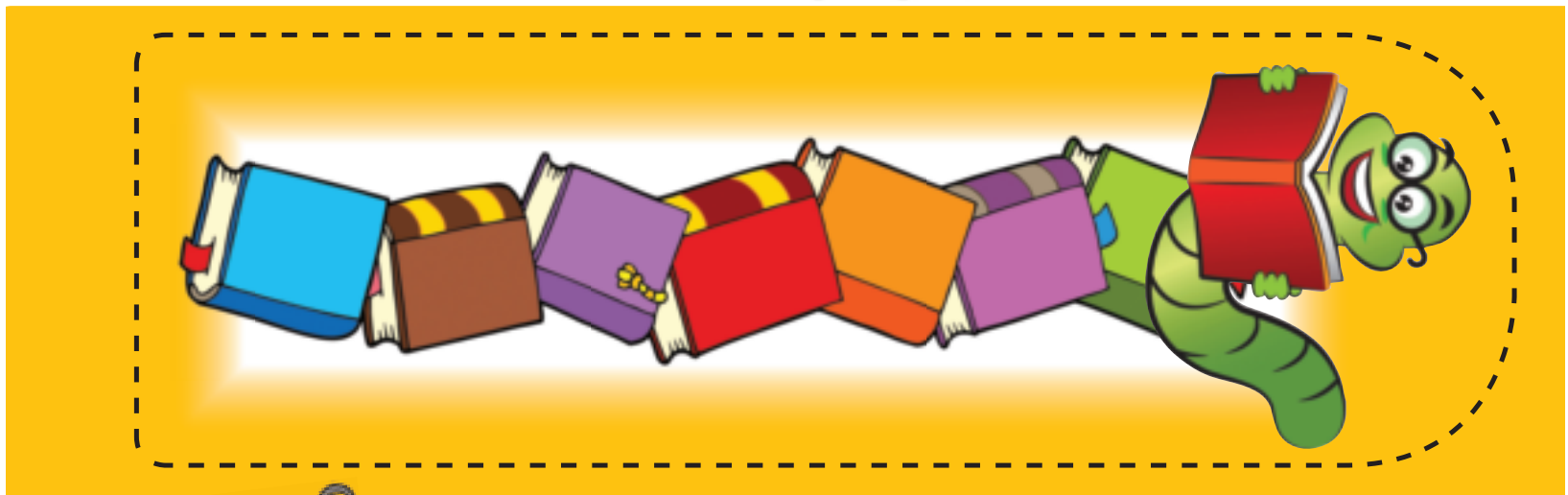
**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

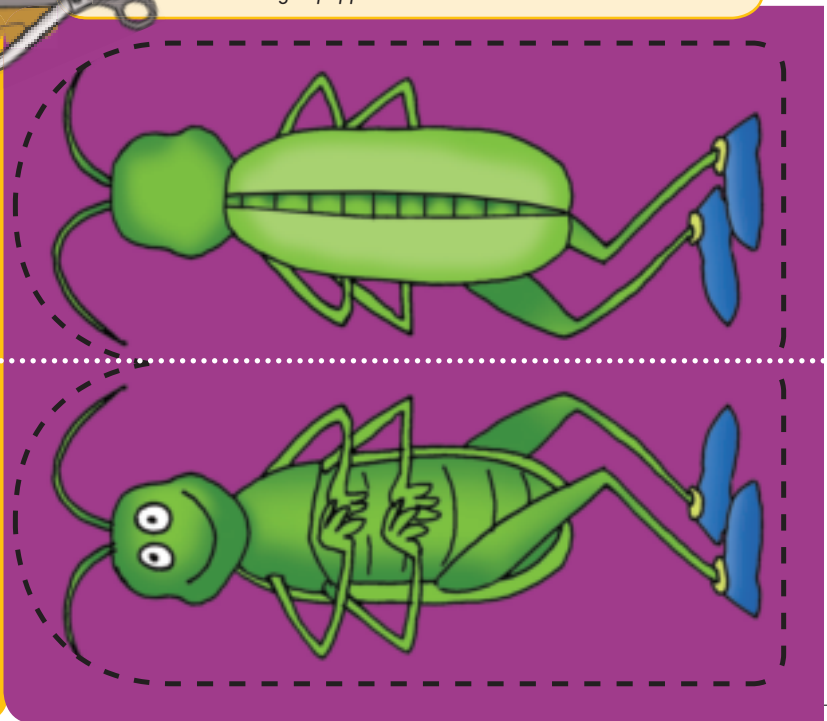
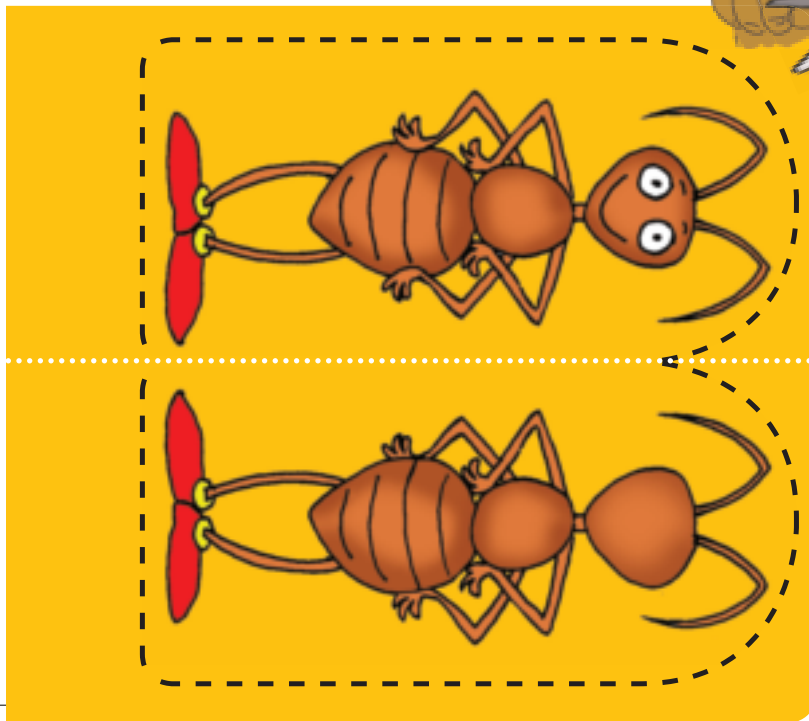
**Child Protection Unit: 012 393 2359/2362/2363**

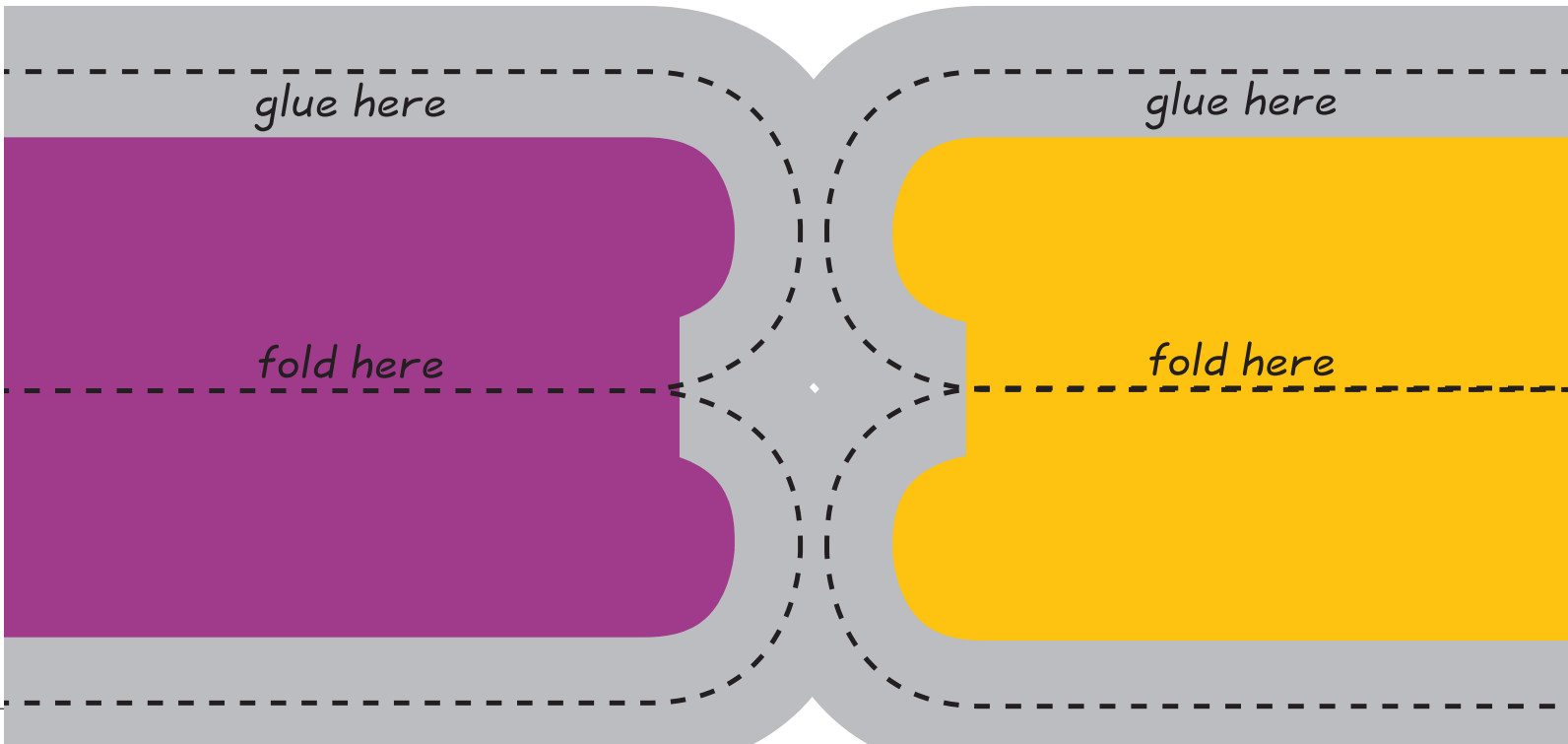
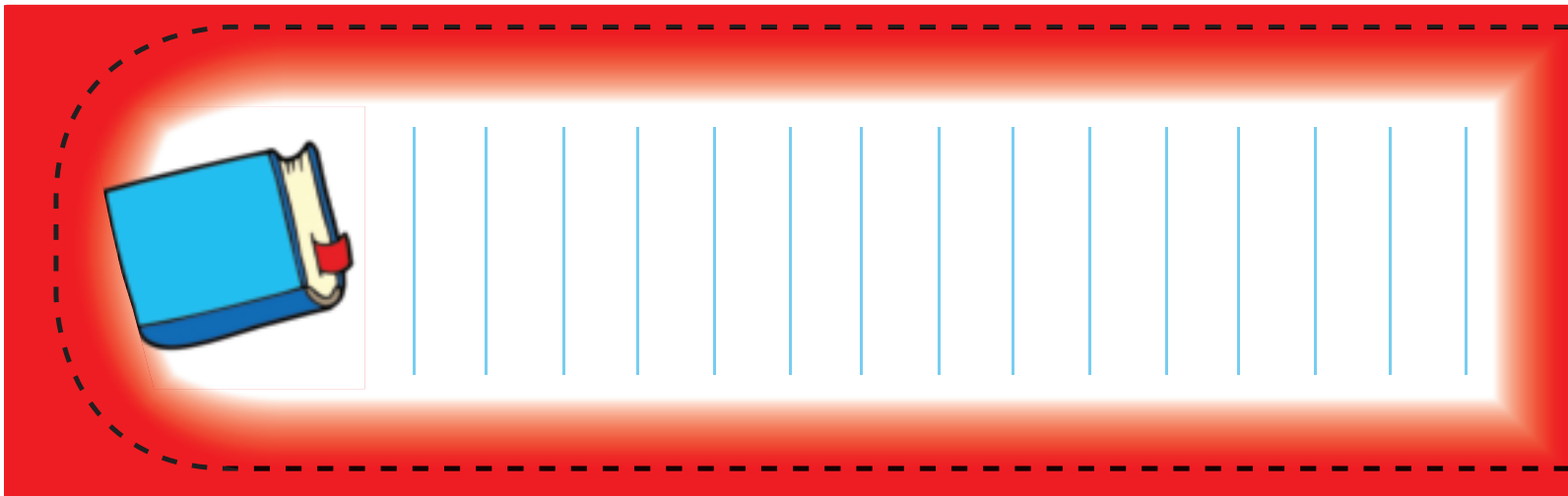


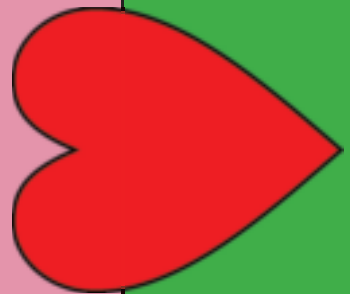
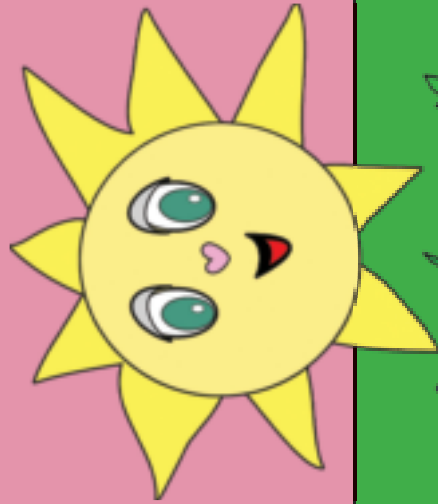
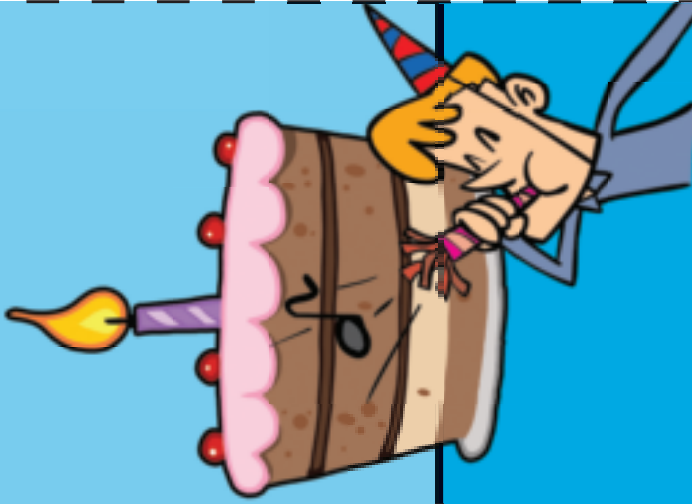


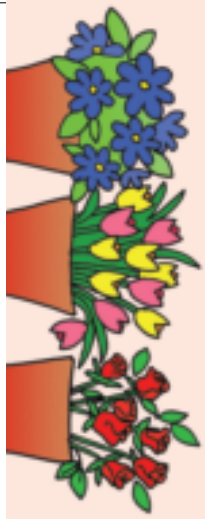
**Finger puppets:**

Cut out the finger puppets on the dotted black lines and fold on the dotted white lines. Now glue on the back where shown to form a finger puppet.



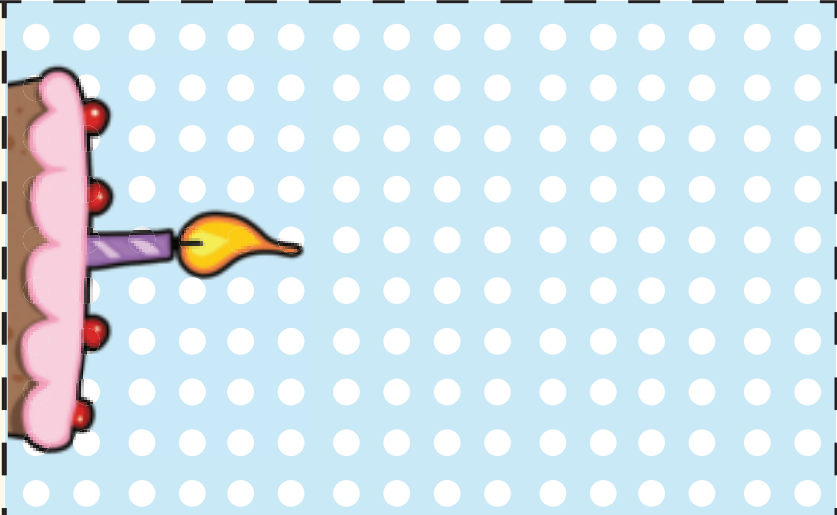
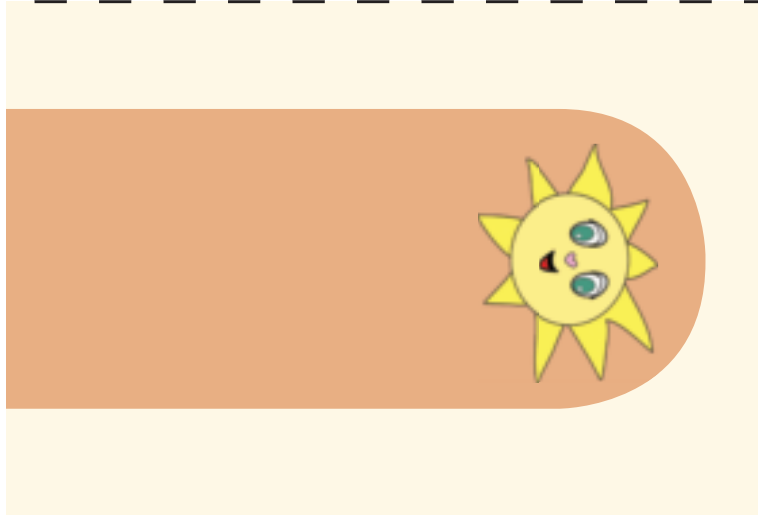






Handwriting practice lines on a light orange background, consisting of seven vertical lines.

Handwriting practice lines on a light blue background, consisting of seven vertical lines.



Handwriting practice lines on a light yellow background, consisting of seven vertical lines.

Handwriting practice lines on a light blue background, consisting of seven vertical lines.